

Come as you are and leave as a champion



THE  
**CREATIVE  
LEARNING**  
PARTNERSHIP TRUST

# Behaviour for Learning Policy

Green Lea First School



**This behaviour policy is for Green Lea First School.**

**Contents**

- **Our School Aims**
- **Equal Opportunities**
- **Inclusion**

**The positive management of behaviour**

Rationale

Principles

Parental Involvement

**Strategies for positive behaviour**

In the classroom

In the playground

Around School

**School routines**

Classroom behaviour

Rewards

Reminders

Classroom routines

Playground routines

Lunchtime

Clubs

## **Aims of Green Lea First School**

### **Behaviour for Learning Policy**

#### **'Learn, Explore, Achieve'**

At Green Lea First School,

We believe in our motto of 'Learn, Explore, Achieve'

We seek to motivate all children to reach their potential and be lifelong learners.

The school follows the Creative Learning Partnership Trust motto which is

'Come as you are and leave as a champion.'

#### **Equal Opportunities**

At Green Lea First School, we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

#### **Inclusion**

We are committed to promoting learning and teaching environment for all that embeds the values of inclusive educational practices.

We aim to ensure, through a child centred approach, that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

## The Positive Management of Behaviour

### Rationale

We desire to manage pupil behaviour within all aspects of school based on a shared vision of empowering the whole school community based on mutual respect, kindness and consideration.

We believe that in order for children to become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes.

This policy aims to outline our procedures, all of which work together to create a calm and purposeful learning environment and behaviour for learning.

### Principles

In order to achieve our rationale:

We work in partnership with parents to develop a mutual understanding through the School rules so that:

- The management of behaviour is a dual responsibility, within which mutual support is offered.
- Value is placed on promoting and celebrating achievements and positive behaviour in all situations.
- Parents are aware of our expectations.
- Parents are aware of any behavioural difficulties before they escalate.
- We reward positive behaviour.
- We involve children in establishing and discussing rules and consequences.
- We have a consensus of opinion regarding appropriate/inappropriate behaviour.
- We aim to provide an environment in which children are listened to and feel supported, with the confidence to talk to staff about anything.
- We make our high expectations explicit to the children and model them.
- We provide an environment and opportunities which foster positive behaviour from the outset.
- All adult/child relationships in school are based on mutual respect.

- We look beyond inappropriate behaviour to support each child's individual needs.
- We have high expectations of conduct at all times, with children selecting the right choice.
- We welcome the support of outside agencies to support individual children if required.
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

### **Respecting the Rights and Values of the Child**

At Green Lea First School, we recognise the importance of putting the rights and values of the child at the heart of our planning, practice and ethos. As a school, we teach these values, modelling them on a continual basis.

### **Parental Involvement**

The relationships established with parents ensure that staff are able to discuss children's behaviour on a regular basis. Opportunities arise through daily contact first thing in the morning, collection from the classroom/playground at the end of the day and through parent consultations and meetings. Parents are provided with clear and concise information with all types of inappropriate behaviour documented using an 'Antecedent, Behaviour, Consequence' record.

### **Strategies for Positive Behaviour**

At Green Lea First School, the use of a positive reward system will encourage the positive and appropriate behaviour of our children, at all times. Children work to earn dojo points both individually and in collaboration. Class teachers also agree individual reward systems for example, table points, stickers, additional activities including a variety of enrichments for example additional sports and use of outdoor facilities.

Children are aware of what they can earn in their classroom and how to do so.

## **Emotion Coaching**

At Green Lea First School we use Emotion Coaching to support sustainable emotional health and wellbeing. This is a specific way of adults interacting with all pupils in school. Emotion coaching has positive benefits on pupil's calmness, pupils' emotional literacy and regulation, pupil's behaviours and pupil-staff trust.

Emotion coaching encourages all adults in a school to look for indicators of low-level negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.

The key steps of emotion coaching are:

- Empathy.
- Labelling and validation.
- Limit-setting (if needed).
- Support with problem-solving.

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

At Green Lea, we recognise that some children may need extra support or incentive to help them in making positive choices. Therefore, class teachers and support staff will work together to create specific and individual behaviour plans for children as and when needed. These will be reviewed for effectiveness continuously and parents will be informed to allow for consistency both at home and in school.

### Appropriate Behaviour in the Classroom is Encouraged by:

- Making expectations explicit
- Creating individual class charters
- 'We are learning', is the ethos of all classes
- Ensuring that consistent routines are in place for:
  - Entering and leaving the classroom
  - Tidying up
  - Organisation and storage of resources
- Setting clear boundaries
- Praising appropriate behaviour
  
- Showing respect to children and encouraging them to respect each other and themselves
- Being fair and consistent
- Creating an atmosphere in which all adults and children are valued and respected
- Having a clear system of rewarding appropriate behaviour
- Focusing on positive behaviour
- Ensuring that expectations are explicit through modelling of behaviour and positive relationships, displays, books, assemblies and half termly /ongoing pupil progress meetings.

## Roles and Responsibilities

### The Governing Board

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### The Headteacher- Leadership and Management

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy



## **Teachers and Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, ethos and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Will be appropriately supported in training when they are new to the school so that they are consistent with behaviour expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **Behaviour in the Playground is Encouraged by:**

Having clear and consistent routines for:

- Entering and leaving the playground
- Responding to the bell
- Getting out and clearing away equipment
- Regularly reminding children of the established rules and routines.
- Ensuring that all children have equal opportunities to use the equipment
- Adults on duty becoming involved and initiating playground activities
- Playground Friends are used to encourage inclusion of all children

## **Roles and responsibilities: all members of staff who do playground duty**

### **Appropriate Behaviour at Lunch Time**

- All adults manage lunchtime in a consistent way and are valued
- Ensure safety of children is paramount
- Manage seating arrangements as appropriate
- Having clear and consistent routines
- Modelling and reinforcing good table manners
- Providing playground equipment that helps stimulate and promote positive play.

## **Roles and Responsibilities: - Supervisory Assistants, Teaching and Support Staff involved in playtime duty and lunchtimes.**

### **Appropriate Behaviour Around the School**

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour. The atmosphere around the school must be conducive to learning. Children know 'They are Learning', and use this as reminder to respect other classes. When they enter the classroom they are, 'Ready to Learn'.

### **Classroom Behaviour**

- Children should not be in class without a member of staff
- Each class has their own classroom charter on display - to identify classroom behaviour
- Positive behaviour is promoted and celebrated in assemblies

## **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **Safeguarding**

At Green Lea First School, we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

## Rewards

- Rewards are to be decided by the children and the class teacher depending on their age and preference. Rewards such as, stickers, dojo points, golden boxes and star of the day are used.
- Each classroom can earn class dojo points to allow children to contribute to rewards in a collaborative way. Half termly rewards are achieved to celebrate the success of each class, for example discos, movies, food treats, extra play. The children demonstrate their preferences and staff review to ensure that rewards are engaging and meaningful.

## Reminders

If the School or Classroom rules are not followed, then the following reminders are put into place:

Stage 1: Three verbal reminders by the teacher, re-establishing expectations.

Stage 2: Time out in class for 3 minutes to reflect on appropriate behaviour, supported by staff member as required and 3 minutes loss of play.

Stage 3: Time out in another classroom for reflection (5 minutes) and 10 minutes loss of play.

Stage 4: Antecedent, Behaviour, Consequence (ABC) Log Completed This may include contact with parents

Stage 5: Headteacher and parents informed, individual next steps are agreed.

If a child demonstrates violence to another child or staff then they are automatically sent to the Head Teacher who will contact parents.

If a child's behaviour consistently raises cause for concern, then parents will be invited in to discuss strategies where we in partnership agree to support an improvement in the child's behaviour. This could include individual behavioural targets, a home/school behaviour diary that details both positive behaviour and causes for concern; support from external agencies.

## Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long  
Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher  
Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism  
Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Reasonable Adjustments for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's Special Educational Needs and Disability Co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an Education, Health and Care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Suspension**

Whilst the ethos of the school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour.

At Green Lea First School, we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence. Suspensions both temporary (fixed term) or permanent exclusion, are seen as a last resort. However, if behaviour raises issues of safety and well-being to others, then the Head Teacher will follow the suspension procedures as set out by the Department of Education. Every child at Green Lea First School has the right to learn, free from distractions caused by the behaviour of other children.

## **Confiscation**

Confiscation is a lawful disciplinary penalty. Staff at Green Lea, have the right to confiscate anything that may cause harm to self or others or that are inappropriate for school. Staff must explain why they are confiscating something and the Headteacher will be informed. Items must be stored in a safe place until these are either handed back to the child or to the parent at the end of the day, dependent upon the item the Safeguarding Lead will seek advice from external agencies if required.

## **Fire Drill**

A fire drill is held once a term. Fire procedures are displayed in each room and staff are expected to make themselves familiar with them. Pupils are expected to follow fire procedures. If required a personal evacuation plan and risk assessment will be implemented.

## **School Clubs**

Our school behaviour expectations apply to all before and after school provision.

## **Anti-Bullying**

Bullying in any form will not be tolerated at Green Lea First School. Bullying is the unwanted behaviour towards another person over a period of time. We are committed to incorporating anti bullying messages in all aspects of school life.



## **Online Safety**

The school promotes the highest standard of behaviour in all areas of school life including around online safety. Children are expected to follow the online safety guidelines and to be respectful and uphold the standard of behaviour expected at all time.

## **Behaviour Outside of School**

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School:

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school.

**Date of introduction:** September 2023

**Review date:** September 2024

### **Headteacher**

Lindsay Harris

### **Chair of Governors**

Bryce Mackellar