



Poppyfield

Primary Academy

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Behaviour for Learning Policy v 1.0

Rationale

At Poppyfield Primary Academy we aim to create a positive atmosphere where all members of the school community feel valued and respected. Our Positive Relationship Policy is designed to support the way in which all members of the school can live and work together in a supportive way.

We believe that all the pupils have a right to an education which offers them the best opportunity to reach their full potential and that everyone within school is working to provide the environment in which this may happen.

Aims

Within the EYFS and Key Stage 1 we aim:

- to maintain a happy, secure, calm, orderly environment in which effective learning can take place
- to teach self-regulation
- to cultivate an ethos which supports pupils so that they accept and recognise responsibility for their own decisions and actions, together with the consequences of these actions
- to encourage pupils to develop their own strategies to manage different situations
- to encourage all pupils and adults to respect the feelings, needs, interests and opinions of others and develop a positive approach towards everyone involved in the life of our school
- to recognise the role of all adults in the school in modelling good behaviour
- to use teaching methods that engage pupils and are well matched to their needs
- provide a curriculum which excites and challenges.

A Positive Approach

An effective behaviour for learning policy is one that has high expectations and supports pupils in developing self-regulation and a positive self-image. Self-esteem affects all thinking and behaviour and we believe that this impacts on learning and performance. We aim to provide positive experiences and reward good behaviour. By reinforcing good behaviour, we provide role models and emphasise our high expectations and encourage achievement.

Our School Rules reflect our approach.

- Be happy
- Be kind
- Be polite
- Do listen
- Do work hard

Examples of strategies we use to support promoting positive behaviour and our School rules are:

- Regular weekly circle times that are timetabled as part of PSED (Personal, social and emotional development)
- Assemblies
- Star of the week awards and FIDES awards
- School rules displayed in each classroom and regularly referred to
- Home School Agreements are given in Nursery and Reception
- Circles of friends

- Team building
- Carefully challenging unacceptable behaviour
- Stop, Think, Make a good choice
- Celebrating positive behaviour, effort and achievement
- Stickers and certificates
- Regular meetings with parents
- Individual behaviour contracts
- Providing our lunch time staff with regular meetings and guidelines to monitor and review lunchtimes

Rewards and Sanctions

We reward positive behaviour in the following ways:

- Verbal praise, e.g. 'Well done for...'/ 'I like that because...'
- faces, stickers, stamps, positive written comments etc.
- Sharing achievement with another teacher and class
- super tidying, 'I am helpful'/kind' stickers, 'Star worker', 'Super listener' stars etc.
- Star of the week assemblies
- FIDES Award assemblies – inviting parents/carers
- Praising positive behaviour through our observations

Sanctions we use when dealing with poor and unacceptable behaviour may include:

- Making our disapproval obvious through facial expressions and gestures
- Talking to pupils and listening to their opinions and explanations
- 'Thinking chair' or 'Time Out'
- Non participation in extracurricular activities
- Withdrawal of privileges such as part of playtime or part of lunch time
- Sending pupil to another class for a 'cool off' time
- Sending pupil to the appropriate Senior Leader
- Drawing up an individual contract or agreement
- Drawing up Individual Behaviour Plans

We must ensure that in dealing with such behaviour we use appropriate sanctions which are age appropriate, immediate, fair and consistent. We make clear why the sanction is being applied and what change in behaviour is required to avoid future consequences. We try to avoid group sanctions as they can breed resentment. We are also mindful that it is the behaviour rather than the child that is being sanctioned i.e. 'Your behaviour is'. We also believe that we must apply a sense of proportion to all situations and that the sanction is appropriate to the offence.

At Poppyfield Primary Academy we see the behaviour of pupils as a partnership between parents and ourselves. If a pupil is consistently making inappropriate choices, then a meeting will be arranged with the parent/carer. These discussions are logged so we can monitor situations and review as and when necessary.

Research suggests that in order to cope and survive adversity, children need to develop the skills in the three R's:

- Reflection
- Resilience
- Resourcefulness

That is, they need to be able to reflect on what has happened and identify what might need to be changed. They need to have resilience to know that it is not the end of the world when something goes wrong; that things can be repaired. They need the resourcefulness to know that there are other ways of responding and to be able to generate alternative actions for next time.

The hardest is resilience. This is more manageable if we break it down into the following elements

[Dowling 2003]:

- Having confidence and high self esteem
- Being optimistic
- Being independent
- Having values and beliefs
- Being sociable [NB communication skills: facial expressions, body language, tone of voice, specific words; 90% of communication is non-verbal]
- Being able to understand their own feelings and others' feeling.

[Social Skills in the Early Years, Mathieson 2005]

Stages of Dealing with Unacceptable Behaviour.

Whilst we recognise that it is very important to highlight the positive, we recognise that there is a need for dealing with poor choices and unacceptable behaviour. Depending on the seriousness of the incident, we should take in to consideration this framework:

- A realistic view of what it is reasonable to expect of a pupil's age, stage, ability and personality
- The desire to try and see things from his point of view to help us understand the behaviour
- A realistic sense of time it is likely for things to change
- A way of managing our own responses to give the pupil the best possible chance of changing behaviour
- The support and involvement of other adults to help see behaviour in the context of learning

[Social Skills in the Early Years, Mathieson 2005]

Whilst taking in to account the framework above, we follow these stages in dealing with behaviour:

Stage 1

Pupils follow our 'School Rules'; they respect the rights of self and others and are cooperative and self-regulated. Pupils are expected to aspire to this and reward systems are designed to reinforce and promote this.

Stage 2

Minor disruptions (e.g. distracting others, poor concentration, showing poor manners, grabbing, talking in an inappropriate voice, interrupting, lacking awareness of others, pushing or running). This is dealt with in class by the class teacher/teacher assistant using gentle verbal and non-verbal reminders.

If this behaviour continues, the class teacher will follow the 1,2,3 approach, remembering our need to focus on the pupil's developing understanding of the 3R's.

1. Verbal or non-verbal reminder

2. Verbal reminder with details of consequence
3. Verbal reminder of what was asked and why a consequence is now required

The consequence is carried out and the child is required to discuss with the teacher:

What they did
Why they did it
What rule they broke
What would be a better choice?

Stage 3

If a pupil continues with this unacceptable behaviour, then 5 minutes' time out in a buddy class should be completed. This should be logged on the teachers' time out log. All pupils, on returning from 5 minutes' time out, will discuss with their teacher

What they did
Why they did it
What rule they broke
What would be a better choice?

There may be occasions when it is appropriate for a child to see a member of Senior Leadership. This may include poor attitudes to learning and work which may be disrupting the teaching group or unresponsive, rude or aggressive behaviour. The Senior Leader will deal directly with the child and the behaviour dealt with appropriately. Such incidents and sanctions are logged by the Senior Leaders. The class teacher will then discuss the incident with the parents/carers, with the support of the Senior Leader.

Stage 4

If a pupil continually breaches the rights of others or there is continued deterioration of behaviour and all attempts to support and help are ignored, the Head of School becomes involved. The pupil is then, in consultation with parents, class teacher, placed on an individual behaviour plan. All discussions are logged and the individual behaviour plan monitored carefully and reviewed regularly.

Stage 5

At this stage behaviour is now deemed serious enough to warrant exclusion. The issue is dealt with directly by the Head of School and Executive Head teacher.

Preventing Bullying

We have very clear guidelines set out in our Preventing Bullying Policy that we use and adhere to. This policy should be read in conjunction with the Preventing Bullying Policy.

Positive Behaviour Management off the School Site

All staff have the responsibility for ensuring the good behaviour and safe conduct of the pupils in their care when out of school, but during school hours. The pupils will be expected to abide by all normal school rules and any extra constraints as informed by the staff leading the party. Any pupils breaking school rules whilst on a school trip or representing our school in sporting activities may well be prohibited from going on future trips.

Monitoring and Review

The overall responsibility for the Behaviour for Learning Policy rests with the Head of School. The Head of School in consultation with colleagues will review the policy on an annual basis. It is also the responsibility of the Head of School, with the support of all staff to ensure the health, safety and welfare of all the pupils in the school.

Roles and Responsibilities

Role of the Class Teacher

- to fully implement the Schools' Behaviour for Learning Policy
- to set up regular meetings with parents/carers if their child is experiencing difficulties in aspiring to our School Rules
- to ensure that behaviour is managed consistently within their class
- to ensure that concerns and observations are appropriately built up and logged
- to ensure that all staff are aware of concerns by highlighting concerns in briefing and phase meetings
- to liaise with Head of School as appropriate
- to reward and praise pupils who demonstrate FIDES and school rules
- to model high standards of behaviour both in their dealing with the pupils and with each other, as their example has an important influence.
- Demonstrate all FIDES values

Role of the Head of School

- to meet and talk with parents when appropriate
- to discuss with staff how far the policy is being successfully implemented
- to inform new parents to the school so that they are aware of the behaviour expectations and what it entails
- to report to the Academy Council, when requested, on the effectiveness of the policy

Role of Parents

We work collaboratively with parents, so that the pupils receive consistent messages about how to behave at home and school.

- we expect parents to support their children's learning, and co-operate with the school as set out in the Home School Agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have any concerns about their child's welfare or behaviour.

- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, then they should contact the Head of School. If these discussions cannot resolve the problem, a meeting should be arranged with the Executive Head teacher followed by the Academy Council.

Role of the Academy Council

A named Academy councillor will be nominated to represent the Academy Council should there be any formal grievance or the Head of School/Executive Head teacher feels it is appropriate to involve the Academy Council with any issues pertaining to behavioural issues in School.

Other relevant policies and documents

- Preventing Bullying Policy
- Curriculum Policy
- Equal Opportunities Policy
- EYFS Policy and procedure
- Health and Safety Policies
- Teaching and Learning Policy
- Safeguarding Policy
- Disability, Inclusion, Special Educational Needs and Learning Support Policy

This policy was developed by Rebecca Scordis. Its implementation is the responsibility of all members of the teaching staff

It will be monitored for its effectiveness by the Head of School on behalf of the Academy Council

This policy is scheduled for review annually, or before if deemed necessary.