

Wrington Church of England Primary School

'Cherish and nurture, flourish and aspire'

Positive Behaviour for Learning Policy

This policy should be taken as part of the overall strategy of Wrington C of E Primary School and operated within the context of our vision, values and aims as a Church of England School.

1. Rationale:

A nurturing and compassionate ethos lies at the heart of our school in which all members of our community feel secure, respected, motivated, confident and cared for. Positive relationships are a cornerstone of the life of the school and children are encouraged to take responsibility for their own behaviour.

High standards of behaviour and social skills are both modeled and taught as a fundamental part of the school curriculum. Effective teaching and learning is necessary to promote high standards of behaviour.

2. Guidance:

This policy should be read in conjunction with the DFE guidance: Behaviour and Discipline in Schools (see attached). At the date of this policy shown below, the Guidance issued in January 2012 may be found at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-schools-a-guide-for-headteachers-and-school-staff>

The school follows the principles and recommendations set out in this guidance.

3. Aims:

At Wrington C of E Primary we aim to

- Promote high standards of behaviour in all contexts of school life, effective self discipline, confidence, respect and compassion of others,
- Provide support and encouragement to enable all to be motivated and to thrive

This is achieved by:

- A partnership between children, staff and parents
- Communicating clear expectations of high quality behaviour
- Displaying courtesy, kindness and respect for others
- Promoting the membership of the school community as a whole or as part of a Key stage, class or group,
- Fostering pride in and loyalty towards the school

- Having a fundamental expectation in the necessity of an environment which is conducive to effective learning
- Being consistent, fair and honest
- Encouraging responsibility through trust
- Creating a clear and communicated hierarchy of rewards and sanctions
- Providing specific support, advice and encouragement to individuals as necessary
- Promoting empathy and understanding of different views
- Teaching strategies to overcome conflict or disagreement positively
- Encouraging children to work cooperatively in a range of contexts (including cross phase)
- Enabling children to make choices on the understanding that different choices have different consequences

4. Strategy for Positive Behaviour for Learning:

We recognise that there is an inextricable link between effective teaching and learning and good behaviour. In order to encourage positive behaviour lessons need to be stimulating, focused and clear, matched to the ability of the child, appropriately challenging and at a timely pace. The following should be viewed in the context of the school's Teaching and Learning policy.

We will:

Create a conducive learning environment by

- Communicating specific and high expectations to pupils and parents
- Praising good behaviour
- Being fair and consistent
- Giving clear instructions
- Maintaining appropriate eye contact
- Modeling high standards
- Being well planned and being willing to be flexible
- Handling inappropriate behaviour firmly but with warmth and without aggression
- Encouraging class ethos
- Applying school and class rules

Encourage pupils by

- Highlighting achievements and celebrating success
- Praising verbally
- Smiling and other non-verbal affirmations
- Communicating our belief in their abilities
- Being positive
- Using rewards

- Giving immediate feedback where possible
- Taking time to listen and show interest
- Enabling quieter children to respond through eg 'no hands'
- Adhering to the concept of a fresh start and forgiveness

Support pupils by

- Knowing the children's abilities and setting appropriate levels of challenge
- Differentiating work
- Providing intervention as necessary including one to one
- Listening and responding
- Allowing silent time for children to think
- Offering opportunities for peer support
- Providing clear steps in learning
- Communicating learning objectives and success criteria
- Seeking internal and external support and advice as necessary

Encourage confidence by

- Offering individual praise
- Creating multiple opportunities for success
- Avoiding humiliation
- Modeling respect of others' views
- Communicating successes to parents frequently
- Not allowing put downs
- Utilizing opportunities for creative activities eg performance
- Valuing mistakes as learning opportunities

Motivate learners by

- Creating a positive learning atmosphere
- Creating appropriate levels of challenge
- Planning innovative lessons
- Recognize a variety of learning styles in planning
- Embracing emerging technologies
- Sharing others' successes to inspire
- Having fun
- Sharing humour
- Displaying work
- Using rewards

Encourage respect by

- Modeling respectful behaviour

- Celebrating and rewarding respectful behaviour
- Teaching why respecting others is important (PHSE/ Worship etc)
- Being fair and consistent
- Enabling children to get to know and understand each other
- Expecting (and only accepting) high standards of behaviour towards all adults and pupils

Promote responsibility by

- Providing opportunities for meaningful responsibility
- Encouraging participation in Development teams, Buddies, School Council etc
- Creating an atmosphere of respect and trust
- Communicating the relationship between actions and consequences
- Listening to the pupils' voices
- Encouraging children to be involved in their own target reviews
- Getting involved in the school, local and wider community events
- Teaching children about their role as citizens

5. Support:

We recognise that pupils who display or are at risk of disaffection also need to have in place a number of supportive strategies these will include:

- Curriculum and resources
- Teaching strategies
- Differentiation
- IEPs
- Support in class
- Learning mentor
- Peer support;
- Pastoral Support Plans
- External agency support (eg VLS, LAC)
- Buddies

The school also provides training and support for staff in behaviour management this will include:

- Induction training for new staff
- NQT training
- In class support
- Coaching
- Ongoing CDP
- Line management support structures (eg regular SMSA/LSA meetings)
- Whole school training and
- Specific training for individual need eg Vulnerable Learner Service

6. Links with other documentation:

This policy also links with other school policy including:

- Inclusion Policy
- Diversity Policy
- Safeguarding Policy
- Well-Being Policy
- CPD
- Data Protection
- PHSE

7. Rewards and Sanctions:

The school has a code of conduct which is displayed throughout the school. Each class draws up its own code at the beginning of the year to which the class agrees. The classes have their own individual reward systems to compliment the school system. A variety of **rewards** are offered including:

- Verbal praise
- Comments in book (eg. AFL techniques)
- Merit marks* in team houses (red, yellow, green, blue)
- Visiting another class/teacher to share excellent work
- Stickers
- Smiling
- Prizes/ treats
- Feedback to parents
- Certificates (class and celebration service)
- Celebrating success in service (Internal and external awards)
- Singing 'Bravo bravissimo'
- Weekly class award of the Cloakroom Cup
- Displaying work
- Visiting another teacher/Head to share excellence
- Surprise 'Star postcard' home to inform families
- Individual class reward
- Monthly tea party with Head Teacher (to reward politeness and courtesy)
- Golden time (to reward class or individual efficiency in work)
- Whole class or group reward/treat to reward collective endeavour

* recorded as a tally in classrooms and shared in celebration service

To support our Positive Behaviour for learning the following progressive **sanctions** will be used:

- Non verbal guidance (eg eye contact, discreet presence near child)
- Verbal reminder (firm but warm)
- More assertive verbal correction/ move to another seat/ quiet word
- Name on board
- Progressive 3 marks next to child's name
- Brief cool off away from situation (with LSA if necessary)
- Informal chat with parent
- Discussion with pupil in playtime (or standing beside the duty adult at playtime for some instances with younger children)
- Move to a different class for time out
- Time out with senior staff/Head and letter home
- Meeting with parents
- Support plan and further meeting with parents
- Off-site intensive provision
- Temporary exclusion
- Permanent exclusion

Parents may be informed at any point in addition to the named parent meetings above. Some more serious inappropriate behaviour may merit beginning with a sanction higher up the list. While we recognise it is important to treat all children equally, there may be specific individual circumstances which necessitate a variation in the above sanctions. Our high expectations are for all children within the context of age appropriateness.

8. Partnership with Parents:

We value highly our strong partnership with parents. The support of parents is crucial to the partnership between home and school and parents may be contacted at any time. This partnership is seen through

- Informal communications (eg impromptu meetings)
- newsletters
- Website
- Telephone contact
- Individual meetings
- School reading record/diary
- Information meetings (eg E-safety, Helping your child to learn)
- Parent interviews
- Reports (long and short)
- Information sharing with parents on general strategies for behaviour e.g. feedback meetings, coffee mornings.

9. Monitoring and Review:

This policy will be monitored by the SLT/ Governing Body and will be reviewed annually.

10. Behaviour Referral

In cases of a serious nature e.g. threatening, violent or abusive behaviour against a member of staff or child, the significant destruction of property (deliberate or as a result of violent outburst) a 'behaviour referral' will be completed. 'Serious' can include the repetition of less significant incidents which form a pattern of concerning behaviour.

Details of the incident will be completed by a member of staff and passed on to a member of SLT. Each potential referral case will be considered on its own merits and the age of the child and the circumstances of the incident will always be taken into account.

A behaviour referral will normally be shared with parents*.

A behaviour referral may lead to further action from outside agencies eg BIP, alternative provision or internal action.

Referrals are stored in a behaviour file the Head's Office.

*in rare cases, for safeguarding reasons, a parent may not be informed. This will be agreed by a collective (eg Head, deputy, classteacher) and the reasons recorded.

Dated: February 2015

Review date: February 2016