



BEHAVIOUR FOR LEARNING POLICY

All adults are responsible for all children's behaviour all of the time. At St. John's Walworth CE Primary School we aim to promote mutual respect and co-operation between all members of the school and seek a calm, working atmosphere so that children feel emotionally safe, can concentrate, and can maximise time spent learning and achieving. Consistent implementation of this policy is a key element of our strategy to raise achievement both academically and also in terms of personal attitudes and development.

Core Values - Faith, Caring, Hope, Responsibility and Respect

Our Core Values are underpinned by our Christian Values, British Values and should be reflected in all behaviour demonstrated by Children, staff and visitors to the school. Adults **MUST** demonstrate the Core Values through their behaviour at all times, every day, so that they are role Models for all pupils.

The following are elements of our Core Values:

Faith

Belief, creed, confidence, trust, credit, conviction, assurance, dependence, reliance

Caring

Loving, compassionate, kindly, warm, soft, sensitive, tender, sympathetic, responsive, receptive, considerate, warm hearted, friendliness

Hope

Belief, confidence, expectation, longing, dream, desire, faith, ambition, aspiration

Responsibility

Level-headedness, stability, maturity, common sense, reliability, rationality, reasonableness, dependability, trustworthiness, conscientiousness, sensibleness

Respect

Regard, honour, recognition, esteem, appreciation, admiration, reverence, estimation, veneration, approbation, thoughtfulness, considerateness

All aspects of the Behaviour Policy have the core values as guiding principles.

Principles

The ultimate goal for behaviour for learning is that the child returns to learning behaviour as soon as possible.

- Positive ethos, positive relationships, positive language, positive behaviour management strategies and good teaching are the key to positive behaviour.

- Behaviour is learnt. Address the behaviour NOT the child.
- Children need clear, consistent boundaries.
- Behaviour for learning is based on choices. There are always consequences for choices. Good choices lead to positive consequences. Poor choices lead to negative consequence.
- All adults should make an effort to get to know and respect the children as individuals who may be at different points in their development of maturity and emotional intelligence, with very different experiences of life.
- All adults should be aware that they are role models and should model good relationships and ways of interacting with others.
- All staff should build positive behaviour management strategies into their teaching and support, preventing and pre-empting possible difficulties.
- The emphasis should always be on 'catching pupils being good' in order to raise self-esteem and their personal expectations - so rewards and praise should always outweigh consequences.
- The aim is that children are able to control their own behaviour, seeking intrinsic rewards such as pride in their work, teamwork or helping someone.

School Systems

Positive Rewards

The House Point system is linked to the Core Value rewards. House points can be awarded by any employee in school.

- Positive praise – when children are demonstrating any of the Core Values.
- A silver token is given to the child and the place it in their house's tube in the corridor outside of the school hall.
- Exceptional demonstration of a core value will lead to a pupil being sent to a senior leader where they will receive praise, a house point, and a St John's Walworth Core Value Sticker that states which core value they have demonstrated.
- Give House points for following the golden rules
- Tell parents when a child has followed the golden rules
- Display work/send work to show in another class/send work to show a member of SLT
- Move child's name up to gold for following the Golden Rules
- Friday whole school assembly in church is a time for worship and celebration. A 'Star of the Week' is nominated by each class, and pupils are rewarded for demonstrating one or more core values, with a commendation written on a star by the class teacher. Stars are displayed in the playground for 1 week before being taken home.
- Children receive a sticker for following the Golden Rules

All members of the school community are encouraged to ask the child, when they see them with the sticker, to congratulate them and ask them the reason for the award.

Golden Rules

At St. John's Walworth CE Primary School the high standard of behaviour that we expect is based upon our golden rules. The rules are displayed prominently in the pupil entrance and also in each classroom. The rules are discussed and explained in assemblies each term.

Golden Rules:

- Do be kind and helpful – Don't hurt people's feelings

- Do be gentle - Don't hurt anybody
- Do listen – Don't interrupt
- Do work hard – Don't waste your or other people's time
- Do be honest – Don't cover up the truth
- Do look after property – Don't waste or damage things

Sanctions

Principles for the

Adult

- It is the primary responsibility of teachers and supervisory staff to deal with discipline in a calm manner, without hostility, demonstrating the core values. Doing so enhances the authority of that staff member.
- Arguing with children undermines an adult's authority.
- Although polite to do so, research shows that many children (particularly boys) consider a request to stop doing something a sign of weakness if the request includes the word 'please'. Requests should be in the form of a statement (e.g. 'I would like you to move over there', 'Pick up your things and go and sit over there'). 'Thank you' can be used as praise after the order has been carried out. This can be followed up with praise in front of others regarding the way in which the child responded correctly to the request.
- Calmness and thoughtful use of body language aid in the task of reprimanding a child.
- Detentions are for reflection time and can only be for a maximum of 15 minutes if required.
- Early Years, Key Stage One and Key Stage Two have variations in the use of sanctions which are appropriate to the children's developmental stage and maturity
- Apply rules firmly and fairly without hostility.

For Pupils

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Classroom

- Pupils are expected to work sensibly with classmates, not annoying or distracting them.
- If pupils arrive late for lessons without good cause the time lost may be made up at playtimes. Playtimes are a privilege NOT a right.
- Homework must be completed by the time set by the teachers.
- Eating, drinking and chewing are not allowed during a normal school day unless it is from a water bottle, or a designated food break.
- Toys, electronic gadgets, comics or any other distractions are not allowed unless specified by the teacher.
They will be confiscated and will need to be collected by an adult from home.
- Pupils must not leave a lesson without permission from a responsible adult.
- The end of the lesson is decided by the teacher. If necessary children will work through playtimes. Again, it is to be remembered that playtimes are a privilege NOT a right.

The Playground

- Fighting and 'play fighting' are not allowed, this includes games, which involve pulling clothes, picking other children up and mock martial arts type kicking

- Pupils are warned that playtime is about to end so that they can get a drink or use the toilet before going into class
- Pupils will move towards their allotted lining up place when the signal is given at the end of playtime.
Teachers should be in the playground ready to receive their pupils
- For safety reasons pupils in class groups or groups with a large number of pupils will be led to the playground, and collected, at break times by the class teacher.
- Pupils are not allowed down the stairs in large groups without an adult.

Pupils should never be left outside rooms...The 'problem' needs a solution, not complicating - seek help if needed

Pupil Choices

Every classroom should have displays which follow the school's behaviour policy and should be explained to the pupils and new pupils as they arrive.

Going for gold

Gold Star

Silver Star

Smiley Face

Sad Face

Good choices

- ✓ Each child has their own name tag in class
- ✓ Each day the child starts on the smiley face
- ✓ If a child is consistently following the golden rules they can move their name up to the silver star.
- ✓ If they continue they will move up to the gold star. They immediately earn a 'Star' for their class

Golden behaviour is something to aspire to and should be reached only by those that are:

- ✓ consistently trying,
- ✓ make huge improvements in efforts
- ✓ demonstrate a rule above and beyond

Poor choices

- If a child is moved up to silver or gold and then break a rule they can be moved back down.
- If a child is not following the golden rules they will receive a warning.
- If they persist they will move down to the sad face.

THE GOAL NOW, IS TO EARN THEIR WAY BACK TO THE SMILEY FACE BY FOLLOWING THE GOLDEN RULES. THIS NEEDS TO BE ENCOURAGED BY THE ADULTS.

Stepped Approach to behaviour (see appendix)

The stepped approach outlines consequences for poor choices. The stepped approach must be applied consistently. It is more important that we focus on the fact there is always a consequence for behaviour rather than the severity of the consequence.

- If a child ends the lesson on the sad face the child should be given a consequence which relates directly to the rule broken. See stepped approach Level 1.
- If a child persists in breaking the rule the child should be sent to time out in class or another class (accompanied by an adult if sent to another class). See stepped approach Level 2.
- If a child is displaying Level 3 behaviour (see the stepped approach) they will receive time in the Reflection room at lunch time. This is recorded in the Reflection folder and logged by admin staff for monitoring and intervention by DHT.
- If a child is displaying challenging behaviour. Praise anything and everything that they are doing correctly and follow Level 4 of the stepped approach – At level 4 an incident form should be filled out and given to the DHT.

Each class should display the ‘Stepped Approach to Behaviour Chart’. This would have been discussed with staff, parents, pupils and admin staff so everyone is aware of how the process works and enable consistency to behaviour strategies.

Reward for the most House Points

Each House has a tokens tube. House Points are linked to ‘Tag Days’. House points are collected and recorded on House point charts by Captains and Vice captains of the houses and are reported during assembly. At the end of term the children of the winning team are given a TAG day (non-uniform day where children should wear their teams colours).

Other rewards linking to Behaviour for Learning

Weekly Effort and Merit certificates

Effort Certificates – Each class should award 1 boy and 1 girl an effort certificate per week to be given out in celebration assembly on Wednesdays. Teachers should keep a record and ensure that each child receives one.

Merit Certificates – These are given out to one child per week for outstanding contribution to the school community

– Link to the golden rules or Building Learning Power (BLP).

Times tables

Children are awarded badges/ stickers and certificates in assembly for achieving scores consecutively in weekly times tables tests.

Reading certificates

Reading certificates are given out every week in class for children that have read every day.

Attendance certificates and attendance wall

Attendance certificates are given out to children that achieve 100% attendance on a termly

basis. Their photo will also go on the 100% wall. An *Attendance Mascot* will be used to compliment attendance - the class that has the highest percentage for attendance the previous week will earn the attendance mascot for the week. The expectation is that the children will photograph the Mascot joining in activities in class throughout the week, blog the activities and report back in the following assembly.

Assemblies

Assemblies provide an opportunity to celebrate and reflect upon learning behaviour in relation to our school's Christian ethos, our core values and SMSC themes. An appropriate atmosphere should be created to allow for respect and reflection from the moment the children line up in their classrooms.

- Y6 pupils to set up the hall well in time for the start of assembly
- Adults will bring the children in silently and promptly for the start of assemblies, seat them and maintain silence but positive attention for good behaviour
- Adults should model silent behaviour
- All adults are responsible for all children's behaviour and should monitor and intervene with children near them
- Adults should lead their children out silently.

Routines around the school

Children should be in class and learning during lesson time. They should only be sent out of class, for a good reason and where possible in sensible pairs.

- Teachers should ensure a calm start and end to the day
- Parents are not allowed into the building via pupils' entrances except when invited by a teacher. All other parental contact to be made through the General Office so that teachers can concentrate on ensuring a calm start to the day.
- Time-out should be logged (time, what for etc.) in class behaviour books for monitoring

Corridor and Lining up

We need to apply the same principles to any corridor and lunchtime behaviour – constantly. All adults should be promoting good behaviour by giving out tokens and stickers for good out of class behaviour.

- Children should line up silently
- Children should walk along stairs and corridors silently and safely.
- Adults should be prompt in picking their children up at play times and lunch times and insist on silent lining up

Lunchtime

The lunchtime supervisors have the full range of rewards and consequences to use with the children and should use similar techniques to promote good behaviour.

- Children receive praise for following the golden rules.
- Children are given tokens
- The midday meal supervisor can give out 1 token per lunchtime
- Children that have not followed the golden rules after a warning should have their name written down and passed to the teacher so that it can be moved down to the sad face in class.
- If children display level 2 behaviour they should receive time out on the playground

- If children persist with Level 3 behaviour they can be given time in the Reflection room

Racist Incidents

All racist incidents should be recorded on the Southwark reporting forms and the anti-racist policy should be followed – please see Anti-Racist Policy. An appropriate consequence should be applied.

Internal Exclusion

At the discretion of SLT a child that is not responding to the stepped approach consequence can receive an internal exclusion, in another class. The DHT MUST always be informed for recording purposes. (Please see Exclusion policy)

External Exclusions

External exclusions should be used as part of a positive approach to behaviour management.

Only the Headteacher (or deputy Headteacher in the absence of the Headteacher) can exclude a child. The decision to externally exclude is always based upon individual circumstances, with consideration to what is in the best interests of the child and in line with guidance from the Local Authority. (Please see Exclusion policy)

Challenging Behaviour

Some children find it more challenging to follow Golden Rules than others for many reasons:

- Changes in circumstances outside of school
- Require more structure
- Emerging medical conditions (ADHD, Autism etc.)
- Difficulty accessing the work
- Developing social, emotional needs

In these instances please refer children to the SENCO/inclusion manager during an in school review, or directly to the DHT. The children's behaviour need will be evaluated and the following monitoring and/or interventions may be used to support the child in overcoming barriers:

Behaviour observations

- Strengths and weaknesses questionnaires
- Behaviour plan Social skills group
- Short target card for behaviour
- Referral to the school counselling service
- The LA behaviour and inclusion team
- Educational psychology services
- CAMHS – NHS child mental health service
- Arrange a multi-disciplinary Preventing Exclusions Meeting with the parents
- Implement a CAF

Positive Handling

Is integral to behaviour management as highlighted below (see positive handling policy)

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Behaviour Plan. Examples of

this are where a pupil has shown regular patterns of behaviour, which in the past have led to the child becoming more distressed and physical. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should withdraw to allow someone else to lead or support with the outcome of the situation. Where staff act in line with the school positive handling policy they will be supported. It is not reasonable to use positive handling simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk.

Monitoring and Evaluation

Learning behaviour around the school will be monitored by the CLT and SLT members through:

- informal observations before school, break times, lunchtimes and assemblies
- lesson observations
- analysis of behaviour log books, level three behaviour, racist incidents, bullying incidents, Internal and external exclusions
- progress towards behaviour targets in behaviour plans IEPs or ISPs

These will be analysed by gender, SEND and ethnicity to ensure the policy is being applied in a fair and balanced way.

Policy statement on Equality, Diversity and Community Cohesion

Working within this policy we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:

- Their age
- A disability
- Their ethnicity colour or national origin
- Their gender
- Their gender identity(they have reassigned or plan to reassign)
- Their marital or civil partnership status
- Being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and

orientation (Equality act 2010)

