



Quinton
Church Primary School

Behaviour for Learning Policy

Date	September 2023
Date for Review	September 2024

Our Christian Vision at Quinton Church Primary School

This policy is embedded in our school's vision: Fullness of life for all, through working together with the love of Christ.

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our Christian community where everyone is happy, safe and supported, feels loved and demonstrates kindness; understands justice and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

In our diverse community life - in the classroom, playground, staff room, and the wider community- our core life is one set on the belief that we are created by and in the image of a generous, loving and creative God who has justice for all at the origin of His being. We are humans created equally by this loving God whose desire for us is to experience life in all its depth and complexity, as well as to reach our full potential.

It is because of who God is that drives our whole school to seek the development of a community that is distinctive in its Christian core. In every part of the school experience, we want everyone to be happy, safe and supported, feeling loved and valued, experiencing fairness and equality, just as God has demonstrated this to us through the living example of his son, Jesus Christ.

As a school we are inspired by the instruction in Micah 6:8 "The LORD has told us what is good. What He requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God."

Therefore, we will aim to demonstrate and encourage a life that understands justice and shows fairness in every circumstance; shows love to all, demonstrating kindness in every way; and living in recognising God in each other and in our community.

To support our vision, we have three overarching Christian Values: Be kind, Be fair, Be thankful.

Rationale

Through our values of kindness, fairness and thankfulness, this policy enables our school to manage behaviours in a way that ensures pupils feel happy, safe and supported, understands justice and shows fairness to all. It provides an approach to enable staff to act in a consistent way but in taking decisions and action to have regard to the individual circumstances and merits of each case. We strive to strike a balance between the need to address inappropriate behaviour with offering support and direction to change undesirable or unacceptable behaviour.

Behaviour for Learning Policy Principles

At Quinton Church Primary School we aim to:

- To promote positive behaviours in a spirit of kindness and forgiveness so that everyone can 'have life in all its fullness.
- Provide a safe, comfortable and caring environment where optimum learning takes place.

Fullness of life for all, through working together with the love of Christ.

- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

Staff responsibilities are:

- To create a culture of listening to children and taking account of their wishes and feelings.
- To understand the difficulties that children may have in approaching them about their circumstances and consider how to build trusted relationships which facilitate communication.
- To treat all children fairly and with respect.
- To uphold the school's vision and values.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual with their own individual needs.
- To offer a framework for social education, promoting good manners and appropriate behaviour in the community.
- To take a shared responsibility for all children within the school.
- Hand signal - When a class teacher or other adult wants to gain the classes' attention (ready and listening) they should raise their arm in the air and all pupils should respond with the same signal. All teachers should use this to ensure consistency.
- 3, 2, 1 transition- when moving from one area to another, teachers should use this signal. In silence, 1- pupils stand, 2- pupils move to the new area, 3 pupils sit.
- Wonderful walking- to encourage wonderful walking around the school- this is arms by side, walking one behind the other.]]

The Head teacher and Senior Leadership responsibilities are (in addition to above):

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use CPOMs to target and assess interventions.
- Support teachers in managing children with more complex or distressed behaviours.

Fullness of life for all, through working together with the love of Christ.

Children's responsibilities are:

- To learn to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To uphold the school's vision and values.
- To follow the instructions of the staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To take a pride in themselves, their class and their school.
- To move around the school and work in a quiet, orderly manner.
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

The Parent's responsibilities are:

- To sign a home-school agreement.
- To make children aware of appropriate behaviour in all situations, e.g. good manners, pride in their work and politeness.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of and support the school rules, expectations and values.
- To maintain clear communication with school staff.

The Governors' responsibilities

Governors can make a positive contribution to the development and monitoring of school policy. Parent Governors in particular have an important role in clarifying the school's policy position and in providing a channel of communication for the parents.

School Rules

The school has 3 simple values 'Be Kind, Be Fair and Be Thankful' which can be applied to a variety of situations and are taught and modelled explicitly.

The above values are explicitly embedded through the Christian vision and values of the school. For all children, staff and the wider community to experience life in all its fullness, these are the values we expect all members of the Quinton community to display at all times. The values and behaviours of kindness, fairness and thankfulness will be explored further through the wider values below.

Kindness- compassion, service, peace, love

Fairness- justice, forgiveness, wisdom

Thankfulness- hope, friendship, trust

We have these values because of Jesus and are our basis for teaching children about the life and work of Jesus (and subsequently how we can demonstrate the values in our everyday lives). Each value will have a series of bible stories with the aim of teaching children how to demonstrate that value.

Fullness of life for all, through working together with the love of Christ.

The school has 3 simple learning behaviours that all staff and children consistently refer to as 'Ready, Respectful and Responsible.' These can be applied to a variety of situations and are taught and modelled explicitly.

Our Values/Learning Behaviours	Visible Consistencies	Over and Above Recognition
<p>Values: Be Kind Be Fair Be Thankful</p>	<p>Daily meet and greet. Persistently catching children doing the right thing. Picking up on children who are failing to meet expectations. Accompanying children to the playground at the end of every day.</p>	<p>Recognition boards Certificates Stickers Verbal praise Postcards home SLT praise Class Rewards Show work to other adults Headteacher Award</p>
<p>Learning Behaviours: Be Ready Be Respectful Be Responsible</p>	<p>Praising in public Reminding in private Consistent language</p>	

Class Vision

These are to be negotiated with each class at the beginning of each school year and reviewed at the start of each term. They should be written up and displayed **prominently**. The vision should be phrased positively and referred to as necessary. Each class vision should clearly link to the school's vision and values of kindness, fairness and thankfulness.

Procedures and Practices

Recognition boards:

Each classroom has a behaviour board which contains a recognition board with the rules/values be kind, be fair, be thankful displayed. According to Paul Dix (When the adults change, everything changes), a recognition board is the simplest way to shift the culture in a classroom. It doesn't prevent staff from dealing robustly with poor behaviour; it just means that you will be dealing with less of it.

Displayed on the recognition board will be, "Today I am kind, fair and thankful". This is the minimum expectation for all pupils and staff at Quinton Church Primary school- to display these values in everything they do. Pupils will start each day with their names next to this. Pupils who are then recognised for displaying the learning behaviours of ready, respect and responsible, can move their name next to this to show that they are a role model for their peers, have gone above and beyond the expectations and are demonstrating the desired learning behaviours. For pupils who continue to model these values and behaviours, or who do something extraordinary, they will move their name to a 'gold star' at the top of the recognition board. This will be rewarded with a golden house point (5 house points). If a member of SLT gives a pupil a golden house point, they will automatically move to the gold star on the recognition board. It will be for teaching staff to decide what is classed as extraordinary as this will be dependent on the individual pupil.

The aim is for everyone to have their name moved up the board by the end of the session/day.

The idea of the recognition board is to help pupils understand that a positive behaviour does not cancel out a negative behaviour. A child who has received a sanction can still have their name on the recognition board.

Recognition boards will be reset daily as a minimum but can be reset at the end of a session if the desired skill changes.

For children who are not meeting the expected behaviour standards, a 5-step process will be followed. Children will not have their named moved down or off the board.

	Steps	Actions
1	Reminder	A reminder of the three simple values (be kind, be fair, be thankful) or the desired skill for that lesson delivered privately where possible. Repeat reminders if reasonable adjustments are necessary.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last Chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second script if necessary (*see below).
4	Time out	Time out might be a short time reflecting away from their table or outside the room. It is a few minutes for the child to calm down, breathe, look at the situation from another perspective and compose themselves. At this point a child would be handed a blue card. This is to notify them that a timeout/reflection is needed.
5	Repair	This might be a quick chat at breaktime or a more formal meeting.

* A 30 second script (Paul Dix: When the adults change everything changes)

- I notice you are...(having trouble getting started, wandering around the classroom)
- It was the rule about.....that you broke
- You have chosen to...
- Do you remember last week when you...
- That is who I need to see today...
- Thank you for listening

Once the above steps have been followed, if a child continues to make the wrong choices, a red card will be handed to them. This means that a sanction will be given.

Consequences/Sanctions:

- 10 minutes working alone in the classroom.
- 10 minutes working in another classroom.
- Missed playtime (or part of playtime).
- Loss of privileges.
- Meeting with the Headteacher.

Fullness of life for all, through working together with the love of Christ.

A child who is handed a red card will need the incident recorded on CPOMS and a message outlining the incident sent home.

Children who are regularly being recorded on CPOMS will be referred to the Behaviour Lead and further action will be taken (e.g. behaviour card/staged support plan). In these instances, parents will be informed and invited into school to discuss strategies.

Rewards and House Points

When a pupil is moved to the gold star, they will be issued with 5 house points. This will be recorded on the class DoJo page (referred to as house points). The class DoJo page will be set up to track both individual and team house points.

Staff can also issue house points to any pupil they feel should be rewarded. This can range from 1 house point up to five house points.

At the end of each week, teachers will identify three pupils with the highest total of house points- these pupils will receive a small prize from the prize box. Individual house points will then be reset to ensure fairness each week.

House Captains will visit each class on a Friday afternoon and totals for each house will be taken and recorded. At the end of each half term, the house with the most points, will be awarded an additional break time (15 minutes). The house with the most points at the end of the term will receive a treat- the treat can be determined and voted for by the house members.

The following behaviours will not be tolerated:

- * BULLYING (see separate policy) - There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability. This can occur in person or online.
- * HARMING OTHERS - this includes 'hitting back'. Children are told never to retaliate but always to talk to an adult. We ask parents to co-operate with the school in encouraging their child to never hit back but to seek adult help. The school will investigate all reported incidents and will ensure a full and fair approach.
- * RACISM
- * HOMOPHOBIA
- * SEXISM
- * SWEARING
- * SPITTING
- * NAME-CALLING
- * REFUSING TO FOLLOW INSTRUCTIONS
- * ANSWERING BACK TO ADULTS
- * DISRUPTION OF LESSONS
- * VANDALISM TO THE SCHOOL OR OTHER'S PROPERTY
- * DISRESPECT TO SCHOOL RULES

This is not an exhaustive list. All children are expected to be excellent role models.

Unacceptable Behaviour

The Headteacher will be informed if a child:

- * Wilfully inflicts harm on another physically or verbally.
- * Wilfully inflicts harm on another online.
- * Deliberately endangers someone else.
- * Wilfully destroys property.
- * Refuses to follow a reasonable request by an adult

Unacceptable behaviour described above may lead to a suspension from school. Please refer to our exclusions policy on the school website for further information. Only the headteacher can suspend/exclude a pupil and this must be on disciplinary grounds.

SEND Children with ASD

For a variety of reasons, it is recognised that pupils with ASD may experience high levels of stress and anxiety which may result in behaviours that challenge. Staff will endeavour to identify triggers and support pupils with ASD to manage their emotional responses in appropriate ways. This may mean, in some cases, reasonable adjustments commensurate with need to the behaviour policy in agreement with staff and parents to meet individual needs, fulfilling the requirements of the Equality Act 2010 and in line with the Autism Education Trust Autism Standards for schools (Individual Pupil Standards 4 and 5).”

Stages of support for pupils with SEMH needs

At Quinton Church Primary School we adopt a three staged approach for children who require additional support with their SEMH needs above and beyond the recognition boards. Before the staged approach commences, children will, in consultation with parents/carers, be placed on an informal behaviour card. If this is unsuccessful children will then move to the formal staged approach.

The aim of each stage is outlined below.

- Stage 1: An attempt to get children back on track when they are not meeting the standards required by school. This is when the normal mechanisms in school are not having an impact on patterns of behaviour or severity of incidents. Most children will be successful at stage 1 and will work their way off the plan. At stage 1 support should be viable within the classroom setting as an integral part of quality first teaching.
- Stage 2: This is often an escalation of stage 1 when the behaviour plan is not having an impact. A pupil can however move straight to stage 2 if there has been a significantly serious incident. It is not necessary to go through each behaviour plan stage to access the next. At stage 2, a pupil’s school place is being considered and they are beginning to be at risk of losing that place in the school due to their negative behaviour. Additional support will be sought from external agencies and interventions may be introduced.

- Stage 3: The final escalation of the behaviour support package prior to a child's permanent exclusion. There are times when it is necessary and correct to permanently exclude. Second chances cannot be offered continually. Stage 3 requires intensive support and an awareness and consistency of approach by all adults known to the child. The aim and aspiration of this stage is always for the child to make improvements in their behaviour and to be able to move back down the stages. It is likely that children who are moved to stage 3 will have already been subject to fixed term exclusions.

Roles and Responsibilities

All stakeholders, including parents, children and adults in school are expected to follow and adhere to this policy. Adults should insist on good manners and respect, praising good behaviour whenever they see or hear it. Staff will implement our policy if children demonstrate unsociable, disobedient or dangerous behaviour. Adults in school will also act as positive role models.

Playtimes and Lunchtimes

During playtime and lunchtime, pupils are expected to:

- Follow the school rules.
- Move around and talk quietly in the dining hall.
- Play co-operatively in the playground.
- Refrain from fighting or play-fighting.

If these rules are broken, the following consequences will apply:

- Walking with a member of staff.
- Supervised time-out.

If a child continues to consistently demonstrate inappropriate behaviour, a senior member of staff on duty will be informed. A senior member of staff will record any incidents they are called to deal with on CPOMS and inform parents.

Behaviour around school

When walking around school pupils are expected to:

- Demonstrate the values and behaviour expectations.
- Walk silently (silent corridors).
- Line-up silently.
- Be respectful to members of staff and fellow pupils.

Children with Special Educational Needs and Disabilities (SEND)

Special Educational Needs' and Disabilities is a legal definition and refers to children with learning needs or disabilities that make it harder for them to learn than most children the same age. At Quinton, we make reasonable adjustments to ensure that our children with SEND have the same access to the same learning experience as all other children. At Quinton, we are aware that all behaviours are a form of communication. We understand that behaviours are a form of communication. If a child with SEND is involved in an incident, it will be carefully managed on an individual basis that reflects any needs the child may have. This will link closely to the mental health provision for all children within the school. This

provision will range from key adults, one to one school support, small group support and external mental health and wellbeing support services.

LGBTQ+ children

Children who are, or who are perceived to be LGBTQ+ should have a safe space and a named member of staff who they can share any worries or concerns they may have.

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. At Quinton Church Primary School all staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

In order for all pupils to experience life in all its fullness, reports of child on child sexual violence and sexual harassment will be investigated and dealt with the upmost importance. Therefore, child on child sexual violence and sexual harassment will be categorised as a bullying incident.

Physical Attacks on Adults

At Quinton, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Care and Control Policy and should call for support if needed. Only staff who have been trained in TeamTeach should hold a child. TeamTeach incidents will be recorded in a bound book, on CPOMS and shared with parents.

All staff should report incidents directly to the headteacher or member of SLT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

While incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. An exclusion will only happen once we have explored several options and have created a plan around a child.

Children who are known to be violent will have a behaviour plan/risk assessment in place.

Suspension (formerly known as Fixed Term Exclusion)

Suspensions will occur following extreme incidents at the discretion of the headteacher. A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day within another classroom or with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents/carers and arrange meetings to discuss.

Permanent Exclusion or Managed Move - also see Exclusion Policy

Exclusion is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

A permanent exclusion will be the last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions. A Permanent Exclusion Register will be kept by the Behaviour Lead to monitor exclusions.

Beyond the School Gate

While this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a public member, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.