

ST ANDREW'S CHURCH SCHOOL

BEHAVIOUR FOR LEARNING POLICY

At St Andrew's Church School, we promote our Christian values in all aspects of school life to create a happy, safe and supportive learning environment for all our children and adults.

This policy is designed to encourage good behaviour through a unified shared approach creating an ethos of kindness, co-operation and sense of belonging throughout the school community.

We promote a calm and nurturing atmosphere in which positive teaching and learning can take place. We forge positive relationships to enable us to work together with the common purpose of helping everyone to fulfil their true potential.

We help children to understand that the choices they make affect others within the school community and that they must take responsibility for the consequences of their actions. We teach children to recognise their emotions positively and learn to self-regulate and respond appropriately.

Our expectation is that all members of the school community (including all adults working in the school, children and family members) will:

- be equally valued and respected;
- be happy, safe and secure;
- be welcomed and included;
- be treated fairly and in a consistent way;
- be listened to with thought and care.

At St Andrew's Church School, positive behaviour for learning is taught through:

- Thrive Approach and Emotion Coaching (see Appendix 1)
- Key Stage 1 & 2 - Personal, Social, Health and Economic (PSHE) Curriculum
- EYFS - Personal, Social and Emotional Development (PSED) Curriculum
- The school's six values - Hope, Justice, Peace, Love and Friendship and Creativity
- Growth Mindset
- The School's 6 Golden Rules
- Assemblies

6 Golden Rules are:

- 1) We are gentle (We don't hurt others)
- 2) We listen (We don't interrupt)
- 3) We are kind and helpful (We don't hurt anybody's feelings)
- 4) We are honest (We don't cover up the truth)
- 5) We work hard (We don't waste our own or others' time)
- 6) We look after property (We don't waste or damage things)

Responsibilities of adults working in school:

- To treat children fairly, consistently and with respect
- To respond generously to positive behaviour
- To praise growth mindset and effort
- To provide a challenging and stimulating learning environment
- To recognise each child's unique individuality and be responsive to his/her needs
- To have high expectations for all our children both in their behaviours and in their achievements
- To teach our values, boundaries and rules for life consistently through a unified approach taking collective responsibility for all children
- To work in partnership with parents, carers and other agencies
- To be a good role model to others
- To listen to each child fairly in times of confrontation and consistently follow the School's 'Thrive Approach' and 'Emotion Coaching' scripts giving time to nurture and support the learning
- To understand and validate that all behaviour is a response to emotion
- To encourage independence and self-regulation

Children's Responsibilities

- To treat all children and adults with respect and kindness
- To follow instructions given by all adults in an appropriate way
- To follow our Golden Rules
- To be aware of the consequences of their behaviour
- To be a good role model both in and out of school
- To be aware of the part they can play in solving problems and have a clear view of what is right and wrong
- To have a growth mindset

Parents/Carers' Responsibilities

- To treat all children and adults fairly and with respect
- To work in partnership with the school to support the implementation of our behaviour policy
- To be aware of school rules and expectations
- To encourage independence and self-regulation
- To be a good role model

St Andrew's is keen to ensure that communication is strong throughout the school. Parents and carers are actively encouraged to raise with the school any issues in relation to behaviour. Should a parent or carer have any concern with respect to behaviour, achievement or bullying they need to approach the following members of staff to ensure a quick and appropriate response:

1. Make an appointment to see the class teacher. The teacher is on hand to discuss concerns and is the first point of contact.
2. Meet with the Deputy Headteacher or Inclusion Lead.
3. Escalation to the Headteacher will follow once the Deputy Headteacher or Inclusion Lead has been involved or deems it necessary to refer.

Strategies and consequences

At St Andrew's we expect positive behaviours for learning. Clear strategies and expectations are in place to ensure appropriate behaviours and inappropriate behaviours are dealt with consistently and effectively.

Playground Pals (Y6) are trained as role models and may assist in the mediation of minor incidents and will model excellent behaviour themselves.

We recognise the important life skills that are learnt from the time spent by adults supporting children to self-regulate and understand their emotions. This work supports the development of their emotional and social wellbeing and ability to learn within the classroom and reach their full potential.

Celebrating good learning behaviours

As a school we celebrate good behaviour (particularly positive learning behaviours) and effort.

Age appropriate rewards will include:

- Praise and acknowledgement by adults
- House points
- Whole class reward schemes
- Showing work to other classes and teachers
- Visits to Senior Leadership team for 'fairy dust' and stickers
- Green & Golden Leaves in Celebration Assembly
- Friday Top Table at lunchtimes with a member of staff (children nominated by lunchtime staff)
- Golden Time when appropriate
- External awards and achievements celebrated in assembly
- Communication with parents

Behaviour indicators

Behaviours being exhibited can be an indication of unmet nurture needs such as feeling hungry or tired. Adults in school are trained to ensure a child's nurture needs are fully met.

Behaviour management

Stage 1 – All children start here for positive behaviour.

Stage 2 – (i) 1st reminder (may be non-verbal); if behaviour continues then (ii) 2nd reminder; a verbal warning. Adult to use scripts (Appendix 1) to clarify expectation.

Stage 3 – 5 minutes in partner class or seated away from other children within the classroom for 'Thinking Time'. Adults to follow up incident using Thrive Approach and Emotion Coaching scripts. Incident recorded in behaviour log on CPOMS.

Stage 4 – Child seen by member of Senior Leadership Team, incident recorded in behaviour log on CPOMS, parents informed.

Stage 5 - Fixed Term Exclusion / or Internal Exclusion as appropriate (Parents will be required to attend a re-integration meeting with the Headteacher on the child's return to school)

Stage 6 - Permanent Exclusion

Any incidents of violence with intent, or abusive behaviour, will result in being moved to Stage 4.

Stages showing consequences:

Stage	Examples of Behaviour	Adult strategies/ consequence	Comments
Stage 1	All children start on Green for their positive behaviours.		
Stage 2	<ul style="list-style-type: none"> • Interrupting/calling out. • Distracting others. • Running inside the school building. • Being in the wrong place at the wrong time. (E.g. In classrooms during lunch break). • Ignoring instructions. • Rudeness • Pushing in the line. 	<p>1st reminder; if behaviour continues then (ii) 2nd reminder - verbal warning.</p> <p>Adult to use scripts (Appendix 1) to clarify expectation</p> <p>Non-verbal signals (e.g. eye contact, Golden Rule reminder, signalling)</p> <p>Change of seating</p>	Consistent noticing/praising of good behaviour.
Stage 3	<p><u>Persistent Stage 2 behaviour and/or:</u></p> <ul style="list-style-type: none"> • Negatively affecting another children's learning or playtime • Inappropriate remark to other children or adults, including name calling • Challenge to authority. • Damaging school/children's property • Leaving class without permission • Inappropriate, or rough, play (e.g. play fighting) • Refusal to do set task 	<p>Five minutes in partner class or seated away from other children within the classroom for 'Thinking Time'.</p> <p>Child to stand with adult/or in a space to calm under the supervision of an adult for 5 minutes at play/lunchtime</p> <p>Adults to follow up incident using Thrive Approach and Emotion Coaching scripts. (Appendix 1)</p> <p>Child may spend part of playtime reflecting on their behaviour with class teacher or teaching assistant</p> <p>Children make amends if necessary/appropriate (e.g. cleaning up)</p>	<p>Incident recorded in behaviour log on CPOMS by adult dealing with incident.</p> <p><i>SMSA to update Behaviour Log book giving the name, date and reason.</i></p> <p>Teachers to inform parents at the end of day if becoming a regular pattern.</p> <p>Support staff to verbally inform class teacher of incident.</p>

Stage	Examples of Behaviour	Adult strategies/ consequence	Comments
<p>Stage 4</p>	<p><u>Persistent stage 3 behaviour</u> <u>AND/OR:</u></p> <ul style="list-style-type: none"> • Persistent swearing. • Throwing objects with intent to harm. • Intentionally harming someone. • Continued or more serious rudeness and challenge to authority. • Stealing school property and/or another children's property. • Highly offensive remarks to children/adults. • Bullying (including Homophobic, Sexist, Racist, Disablist) 	<ul style="list-style-type: none"> • Sent to member of the Senior Leadership Team (SLT) • Inform parents at the end of the school day or by telephone. • Loss of playtimes/lunchtimes <p><i>Teachers/TAs/SMSAs to use Thrive Approach and Emotion Coaching scripts. (Appendix 1)</i></p>	<p>Member of SLT to complete CPOMS record and any follow up actions</p> <p>If lunchtime incident, SMSA to update Behaviour Log book and inform teacher</p> <p>Teachers to inform parents at the end of day or SLT</p>
<p>Stage 5</p>	<p><u>Persistent stage 4 behaviour</u> <u>and/or:</u></p> <ul style="list-style-type: none"> • Fighting. • Violence. • Very serious challenge to authority. • Persistent verbal/physical abuse to any member of the school community 	<p>Child sent to Headteacher.</p> <p>Fixed Term Exclusion</p> <p>(Parents will be required to attend a re-integration meeting with the Headteacher on the child's return to school)</p> <p>Internal Exclusion as appropriate</p>	<p>Headteacher to complete School Behaviour Log on CPOMS and any follow up actions.</p> <p><i>Parents telephoned for FTE. Letter given and re-integration meeting arranged.</i></p> <p>Headteacher or member of SLT to meet parents at the end of day.</p> <p>Situation to be closely monitored by teachers and Headteacher.</p> <p>Outside agencies may be employed to work with the child and family to ensure</p>

Stage	Examples of Behaviour	Adult strategies/ consequence	Comments
			behaviour improves. *Record details of incident in the Behaviourist, Racist, and Homophobic Incident Log and report to LA.
Stage 6	<u>Repeated stage 5 behaviour</u>	Permanent exclusion from school. Should the child not respond to the measures above the Headteacher will permanent exclusion.	School will follow the DFE Guidance and advice from the BWMAT https://www.gov.uk/government/publications/school-exclusion

Adults will talk to children about which stage they are at, e.g. 'You are now on stage 3...'

Bullying

St. Andrew's Church School takes a zero-tolerance view to bullying and the sanctions outlined in the above policy will be taken. We do have a separate policy that outlines our approach to anti-bullying in the school.

Off site Visits

St Andrew's has high expectations for positive behaviour off the school site and this policy is applied both in and out of school.

We expect children to behave in a sensible manner on transport and when walking to and from an educational visit.

We also expect children to behave in a sensible and safe manner during a school visit and to uphold the reputation of the school. Children will listen and respond positively and respectfully to adults.

Education, Health Care Plans and Individual behaviour plans

Some pupils may have an individual behaviour plan due to their needs and the Headteacher and SENCo will consider this in the case of possible exclusions. In all cases, the Headteacher will make the final decision and parents will be informed immediately, or as soon as possible. In the case of a child with a Child Protection Plan, the child's social worker will also be contacted.

Records of behaviour

Incidents of behaviour are recorded in several ways on CPOMS and the Behaviour Log book.

Physical Intervention

School staff has a duty of care for all pupils in the school and may, as a last resort, intervene physically in order to safeguard the welfare of children in their care. Key staff are trained in order to do this safely.

If any behavioural problem persist we will, with parental permission, seek advice from and work closely with outside agencies.

Red Card System

Each class and Teaching Assistant has a laminated Red Card with the class and/or TA name on it. This is to be used to get an adult to assist in a situation urgently. A child can take the card to find an available adult.

Taking cues

All staff in the school will be mindful of how other adults are dealing with escalating behaviour. The adult(s) with the child will signal (non-verbally perhaps) as to whether they require support. Adults will also take cues to understand whether it is appropriate to engage with the child in question.

Appendix 1

Thrive Approach

Thrive Approach is referred to in this policy. Thrive Approach is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience and child development, drawing on research into the role of creativity and play in developing emotional resilience.

For further information on Thrive Approach see 'Embracing Thrive: a parent's guide' attached as Appendix 2, or visit the website www.thriveapproach.co.uk

Emotion Coaching

- Emotion Coaching helps children and young people to understand the different emotions they experience, why they occur and how to handle them.
- Emotion Coaching directly affects children's capacity to self-regulate
- Research suggests Emotion Coaching is key to happy, resilient, and well-adjusted children and young people

STEP 1

Recognising, empathising, validating the feelings and labelling them

STEP 2 (if needed)

Setting limits on behaviour

STEP 3

Problem-solving with the child

Step 1	Step 1
<p style="text-align: center;">Empathise, validate and label</p> <ul style="list-style-type: none"> • Recognise all emotions as being natural and normal and not always a matter of choice • <i>Recognise behaviour as communication</i> • What physical/verbal signs of the emotion are being felt? • <i>Look at the child's perspective</i> • Use words to reflect back the child's emotion- help the child to label the emotion • <i>Affirm and empathise – allow time to</i> 	<p style="text-align: center;">scripts</p> <ul style="list-style-type: none"> • <i>'I can see you get angry when that happens. I would get angry if that happened to me. It's normal to feel like that'</i> • <i>'I wonder if you are feeling'</i> • <i>'I can see you are frowning and kicking the wall and expressing a lot of energy. I would be feeling that too if I didn't want to do something'</i> • <i>'I think you may be feeling...'</i>

<p><i>calm down</i></p> <ul style="list-style-type: none"> • Provide a narrative for the emotional experience 	
<p style="text-align: center;">Step 2 Setting limits</p> <ul style="list-style-type: none"> • State the boundary limits of unacceptable behaviour • <i>Make it clear certain behaviours are unacceptable</i> • But retain the child's self-dignity (crucial for responsive behaviour and well-being) 	<p style="text-align: center;">Step 2 scripts</p> <ul style="list-style-type: none"> • 'These are the rules we all have to follow, doing that is not ok' • '<i>we cannot behave like that even though you are feeling annoyed because it is not safe</i>' • 'At St Andrews we' • '<i>You didn't do ... as we agreed, I understand you may have felt angry but these are the rules at St Andrews</i>'
<p style="text-align: center;">Step 3 Problem solving with the child</p> <ul style="list-style-type: none"> • Wait till the child is calm and in a relaxed state • Explore the feelings that give rise to the behaviour/problem/incident • Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes • Empower the child to believe he /she can overcome difficulties and manage feelings and behaviours 	<p style="text-align: center;">Step 3 scripts</p> <ul style="list-style-type: none"> • 'This is not a safe place to be angry. Let's go to a safe place then we can talk' • '<i>Next time you are feeling like this, what could you do?</i>' • 'How do you think you will react next time or if this happens again?' • '<i>You need to sit by... or in front of... which one do you want to do, make the choice?</i>'

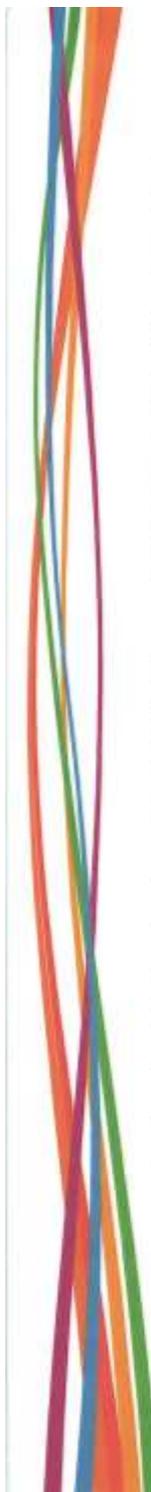
Growth Mindset

At St Andrew's we aim to build 'resilient learners' and this means teaching children to have a growth mindset. Having a growth mindset means that when children face a challenge and fail, they tend to be more persistent. This will enable them to try another method, give it some attention or work harder, making them better at whatever they're doing – whether it's reading, writing, maths or sport or any new challenges they may face. When supporting children adults in school will praise children's effort and risk taking.

Growth mindsets promoted by using scripts such as:

'You might not be able to do it yet but keep trying'

Thrive approach



Let's help every child



Embracing Thrive: a parent's guide

The Thrive Approach has been developed over many years helping children to flourish. It supports their emotional and social development and helps them feel happy and secure, able to enjoy friendships, relate well to others and be ready and able to learn.

The Thrive Approach

Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional well-being
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way
- ...and much more.

"Thrive has helped my son tremendously. It has given him more confidence and also it has helped him to calm down in difficult situations. I can see a huge difference in him. He looks forward to his Thrive time."



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Policy Implemented: October 21

Next review: October 22

Please read along with:

Inclusion Policy-

[Inclusion-Policy-February-2021-1.pdf \(standrewsprimarybath.com\)](https://standrewsprimarybath.com/Inclusion-Policy-February-2021-1.pdf)

Anti - Bullying Policy-

[Anti-Bullying-Policy-March-21.pdf \(standrewsprimarybath.com\)](https://standrewsprimarybath.com/Anti-Bullying-Policy-March-21.pdf)

PSHE & RSE Policy-

[09.1-St-Andrews-Church-School-PSHE-RSE-Policy-2021-.pdf \(standrewsprimarybath.com\)](https://standrewsprimarybath.com/09.1-St-Andrews-Church-School-PSHE-RSE-Policy-2021-.pdf)