

Tithe Farm Primary School



Behaviour for Learning Policy

Introduction

At Tithe Farm Primary School, we aim to create a safe and happy environment where behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Tithe Farm Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Our Core Beliefs

- All behaviour is communication.
- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

**When the adults change, everything changes.
Adult behaviours create children's responses and
behaviours.**

Aims

Through this policy we aim to:

- ensure that time is spent forming strong attachments with all children;
- ensure that time will be spent on positive behaviour and not on addressing low level behaviours.
- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- to promote the use of emotion coaching to support co-regulation;
- to promote the use of restorative approaches;
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits;
- promote and instil a programme of values to support pupils in making positive behaviour choices.

As a school community, through the taught curriculum as well as during all other opportunities:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- through emotion coaching, enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

The role of the parent

At Tithe Farm Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;

- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

It is the everyday habits of adults that provoke a change in pupils' behaviour.

Behaviour for Learning: The Tithe Farm Way

Be Ready, Show Respect and Stay Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education

Our school has three simple rules: **'Be Ready, Show Respect and Stay Safe'**

These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Strategies to Develop Excellent Behaviour

At Tithe Farm Primary, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. All Incidents are then logged on CPOMS.

Consequences

Consequences should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Consequences need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Shared scripts and expectations

Good behaviour is recognised sincerely through many different means, both in and beyond the classrooms class.

Children are praised publicly and reprimanded in private.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

- Be **ready**
 - *I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.*
- Show **respect**
 - *I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.*
- Stay **safe**
 - *I will be kind and look after myself and others, following appropriate instructions from adults.*

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door and/or in the classroom**, daily by their teacher and/or learning support assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will not shout at children or become emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Above and Beyond Recognition

Children will be recognised for their good behaviour.

- House-points, stickers, certificates, good news postcards and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour

Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will be expected to demonstrate pride in their appearance by adhering to the agreed dress codes.
- When moving around school children will demonstrate the Tithe Farm Way by walking smartly on the left hand side.
- Children will line up in the Tithe Farm Way both in classrooms and on the playground. This will be in register order (unless there is a reason for it not to be).

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This secures the pupil's knowledge that there is a consistency within the adults rather than a hierarchy. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. Children who regularly demonstrate extreme behaviours will have a personal behaviour plan which the adults who work with the child will use when meeting their needs.

We also understand that for many children they need to feel a level of safety before they exhibit appropriate behaviours. Staff will build meaningful attachments with each individual child to support the child feeling safe and valued. Where extreme behaviours are exhibited staff will identify the risks before acting and support regulation by following the personal behaviour plan and using emotion coaching strategies.

Suspension will occur following extreme incidents at the discretion of the Headteacher and in line with our Suspension and Exclusion Policy.

Physical Attacks on Adults

At Tithe Farm Primary, 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 and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMS using the Positive Handling 'tag'. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst 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 as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child and will be inline with our Suspension and exclusion policy.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of being ready, showing respectful and staying safe, will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

Next review: July 2024

All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix 1

The list below gives examples (but is by no means exhaustive) for what the Tithe Farm Way looks like and the rewards and consequences which may be used.

	Be Ready	Show Respect	Stay Safe
What it looks like	<ul style="list-style-type: none"> • Coming to school on time. • Looking at and listening to the person talking. • Following instructions, the first time. • Starting work straight away. • Wearing the correct uniform. • Walking on the left hand side. • Lining up promptly. • Coming to school with the correct equipment. 	<ul style="list-style-type: none"> • Greeting adults politely. • Thanking the adults that we work with. • Picking up after ourselves and others. • Doing things for others because it feels good. • Working hard in lessons. • Noticing when others have done something for me. • Holding doors open. • Winning gracefully. • Using people's names. • Looking after our school resources (inside and out) • Looking after our school building (inside and out) 	<ul style="list-style-type: none"> • Following instructions, the first time. • Moving calmly around the school and outside. • Using play equipment properly. • Looking after our school (inside and out) • Using kind words, hands and feet. • Telling an adult if something is wrong. • Playing only in the places allowed. • Using technology responsibly.
Rewards	<ul style="list-style-type: none"> • Verbal praise (teacher, phase leader, DHT or HT) • Stickers • House Points • Certificates • Postcards home • Headteacher reward 	Consequences	<ul style="list-style-type: none"> • Restorative conversation • Verbal (teacher, phase leader, DHT or HT) • Work within a different class for time out • Loss of a privilege • Family contacted • Suspension

For the majority of children within our school, these expectations, rewards and consequences will be enough and support the good behaviour for learning within our school.

For a small minority, a one size fits all policy will not work. These children will have an individual behaviour plan which will be developed with the adults who know them best and a senior leader. This plan will be shared with those who work with the child and be available within their pupil folders on the SEND drive. Individual plans should be reviewed fortnightly to ensure that strategies are appropriate.

Appendix 2: Individual Behaviour Plan

Name of Child

Behaviour Plan
<p>Purpose:</p> <p>Aim:</p> <p>Created by:</p> <p>Shared with:</p>

Description of background and needs
Plan
<i>What will we do to support the child to succeed and to teach them correct learning behaviours?</i>
Beyond the Plan
<i>What happens if the plan does not work?</i>