

2023/24

Behaviour for Learning Policy

St Peter's CE School, Alvescot.



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Positive behaviour at St Peter's is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. We ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of Belonging, Believing and Building a Future. This frames how pupils are taught and encouraged to behave.

We endeavour to manage behaviour well so we can provide calm, safe and supportive environments in which pupils want to attend and where they can learn and thrive. We expect all members of our school community to respect the feelings of others and to treat people with dignity, in line with our values.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing, positive and respectful relationships so that conflict is less likely. In adopting this approach, we aim to develop a culture in which relationships are strengthened and people demonstrate empathy, compassion and understanding towards one another. We will instil in pupils the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear boundaries within which to work and providing the right support and encouragement to reach agreed goals. It is about working 'with' people at every opportunity.

Our school aims to provide nurture and support alongside clear boundaries and expectations of behaviour. ODST and St Peter's School recognise that pupils' behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help pupils to understand and regulate their own behaviours.

AIMS We aim to:

- Create a positive culture that promotes excellent behaviour for learning, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the consequences of behaviour that are detrimental to learning.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.

- Define what we consider to be inappropriate behaviours, including bullying and discrimination
- Encourage home and school to work in partnership to foster good behaviour for learning.

EXPECTATIONS

Everyone in our school can expect:

- to be welcomed to and nurtured within our school community and feel a sense of belonging.
- to be recognised as a valuable and equal member of our school
- to contribute to the rules of the classroom and the school
- consistency from all the adults in the school
- recognition of good learning behaviours
- to be treated with respect by adults and pupils alike
- to be helped to develop strategies to cope with conflict and dysregulation
- to be listened to and believed in
- to have the opportunity to make amends if they have made a poor behaviour choice
- to be forgiven after making amends.

APPROACHES

The behaviour of everyone in our school is a shared responsibility.

We use the motto **Be Ready, Be Respectful, Be Responsible** to communicate clearly expectations in line with our vision of nurturing all to be able to flourish.

We use **Zones of Regulation** to support recognition and communication of emotions and to promote regulated behaviour and emotional literacy for all.

Pupils are encouraged to view behaviour as a choice. Adults use the language of choices and consequences to support pupils in making the right choices in relation to their behaviour eg **'you can either continue to ... or you can choose to ... then I will have to ask you to ... If you stop and make the right choice then we can ...'**

These approaches are designed to make clear to the pupils how they can achieve acceptable standards of behaviour, that uphold our vision and are adapted for individual needs.

Expectations are positively stated, telling the pupils what to do rather than what not to do. We promote the idea that every member of the school contributes to the success of the school in line with our value of belonging and building a future.

At St Peter's we believe that behaviour may be a pupil's means of communication and that challenging behaviour can occur when a pupil's needs are unmet. Whole school training ensures an equitable and fair approach to the management of

behaviour and a variety of strategies are used by all staff, in accordance with this policy.

Members of staff are alert for signs of bullying and act firmly and promptly (see Anti-Bullying Policy).

Motivation:

Pupils are praised and rewarded for upholding behaviour for learning in a variety of ways:

- staff praise pupils
- Pupils are encouraged to praise each other
- staff may share positive behaviour with another member of staff who will praise the pupil
- staff may share behaviours for learning with parents or on homeroom
- Staff may write about positive choices/behaviour for learning in the 'goldenbook' to be shared with the whole school in 'Celebration Assembly'
- Certificates may be given in 'Celebration Assembly'

Consequences:

Although praise is central to the encouragement of behaviour for learning, there is a need for consequences to enable pupils to recognise inappropriate behaviours and to accept responsibility and understand the impact of their behaviour. The safety of all members of our community is paramount in all situations.

The use of consequences is characterised by:

- the pupil understanding what the consequence is and why it is being applied
- the pupil understanding what changes in behaviour are required to avoid future consequences
- group consequences used when appropriate
- being focussed on the behaviour rather than the pupil
- being proportionate and reasonable, taking account of the pupil's age and maturity and any special educational needs or disability

When a pupil makes an behaviour choice a graduated approach of behaviour management strategies is used:

1. Low level attention seeking behaviour is ignored until it disrupts the learning of others.
2. The pupil is given a quiet reminder by a member of staff, reinforcing positive expectations using the motto 'Be Ready, Be Respectful, Be Responsible'.
3. If the pupil continues to demonstrate inappropriate behaviour they may be asked to move closer to a member of staff who will again remind the pupil of the expected behaviour and the consequences should the pupil continue to choose to behave inappropriately.

4. If, despite these reminders, the pupil continues to behave in an inappropriate manner, they may be asked to revisit their choices with an adult in their own time (playtime) or to spend some time in a different space.
5. If the pupil's behaviour still does not improve, they will be expected to work in another class or with the headteacher until the end of the lesson.
6. If a pupil deliberately threatens or physically hurts another pupil or adult, the pupil is removed from the situation, the headteacher is informed.
7. If a pupil repeatedly behaves inappropriately, or displays unacceptable behaviour in one incident the pupil's parents may be contacted to discuss the situation with a view to improving the behaviour of the pupil.

Inappropriate Behaviour includes:

- lack of respect
- disruptive behaviour
- violence
- threatening behaviour either verbally or physically - including bullying
- deliberate disobedience
- discrimination
- deliberate vandalism of school property

Some behaviours of a serious nature can cause stages to be skipped.

Recording and Reporting

Behaviour incidents will be logged on CPOMS, our monitoring system if deemed appropriate. The Local Governing Body and ODST also receive relevant information about behaviour incidents in school.

Any behaviour which is considered bullying and all instances of physical or verbal abuse to pupils or adults is brought to the attention of the Headteacher or the senior member of staff on site.

Extreme behaviours, those that harm or significantly impact on the education of others, or those considered by the Headteacher to be inappropriate, can lead to a fixed term suspension, or permanent exclusion.

Exclusions

In the event of considering or implementing exclusion the Headteacher and Governing Body would strictly follow the current guidance issued by the Local Authority and the DfE Guidance on Exclusions from Schools, Academies and Pupil Referral Units.

Parents

We believe that parents play a vital role in reinforcing our school's aims and it is this partnership that fosters positive behaviour for learning and a greater understanding for self-regulation. The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their pupil's admission to school and again when their pupil starts in Key Stage 2.

Equality / Special Educational Needs

St Peter's is an inclusive school and we want all pupils to flourish in line with our vision and this can mean that on occasion, expectations of individuals may be altered to provide equity for those with special educational needs. Success will be celebrated and this may look different for different pupils.

Supplementary resources such as Socially Speaking, and The Emotional and Social Curriculum may be used to support individuals or groups.

Liaison with other agencies ensures that support is provided to manage a pupil's behaviour when necessary, e.g. Behaviour Support Service, Autism Education Trust. Pupils on the SEN register will have a pupil profile and parents are invited to attend all review meetings.

The school recognises its legal duties under the Equalities Act 2010, in respect of safeguarding and pupils with Special Educational Needs.