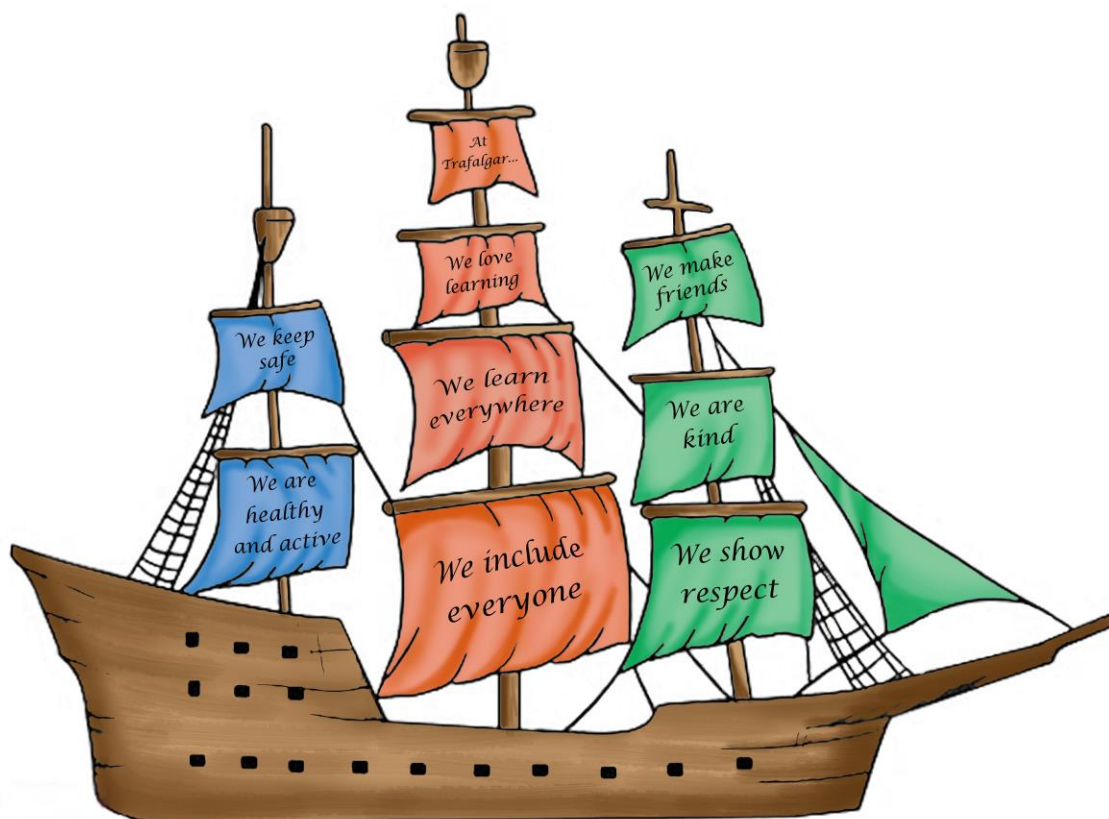


# Trafalgar Community Infant School



## Policy Document

## Behaviour for Learning Policy

Reviewed: Autumn 2022

Review: During 2022/2023 as part of SIP

*Trafalgar is a Rights Respecting School, we refer to the UN Convention on the Rights of the Child (UNCRC) and the school core values ship throughout this policy.*

### **Governors Statement of Principles**

*“You can’t teach children to behave better by making them feel worse.  
When children feel better they behave better.” (Pam Leo)*

At Trafalgar Community Infant School, we believe that a successful Behaviour for Learning policy depends on good communications and positive relationships between children, staff and parents/carers. The policy is intended to provide our children with the security necessary to maximise their opportunities for development and learning and ensure that there is equality of opportunity for everyone, regardless of their differences. Our philosophy clearly establishes that all forms of anti-social behaviour, including bullying and harassment, online bullying, victimisation, disruption and damage to property, are not acceptable and will not be tolerated. We are committed to eliminating discrimination and promoting the welfare of children. The Governors and all members of staff are committed to maintaining this approach throughout the school.

The whole school community should know and understand the school’s Behaviour for Learning policy, the rules and reasons for them, together with the school’s practice of sanctions and rewards. As we are working in partnership with parents/carers, we wish them to know what the school expects and encourage them to support our aims.

At Trafalgar we will:

- Refresh our expectations of positive behaviour at the start of each term with our class
- provide clear boundaries within which children can learn and play
- encourage and praise good behaviour for learning
- recognise that children may not make the right choice first time
- address unacceptable behaviour and be consistent and fair in our response to it
- help the children to understand that there is a consequence to their behaviour
- help children to develop self-discipline
- encourage children to respect others and be sensitive to their particular needs
- expect children to be courteous and polite
- teach the importance of saying and meaning ‘sorry’, and of forgiving one another
- encourage children to be proud of their school and their good behaviour for learning
- be mindful of the children who demonstrate good behaviour for learning and ensure they are acknowledged as excellent role models.

Good behaviour for learning is a collective responsibility. All members of staff are committed to maintaining it throughout the school, both inside the building and outside at play.

Our aim is to create an environment in which we live and work harmoniously, respecting one another and caring for our surroundings.

*Article 28 – “....discipline in schools should respect children’s human dignity”.*

Pupils know what is expected of them in terms of our classroom, playground, lunchtime and garden charters.

## Classroom Charters

In order to involve the children in the process, these will be led by individual teachers and learning assistants in collaboration with children at the beginning of each school year (and review this in PSHCE/RSE at least termly); they will include key ideas such as:

- moving safely and sensibly in the classroom, so that we are safe
- putting up your hand to ask or answer a question, so that everyone can be heard
- being kind, polite and respectful to adults and children, so that we are being respectful
- keeping your classroom neat and tidy, so that things do not get broken or lost
- doing your best at all times, so that you can be the best that you can be
- remembering that every child has a right to learn, to be safe and to enjoy coming to school.

## School Charters

These are very similar to classroom responsibilities, namely

- moving safely and sensibly inside the school and outside, so that we are safe
- being polite to adults and children, so that we are being respectful
- looking after and being proud of your school, so that Trafalgar stays a super school to learn in
- handling resources with care and respect, so that things do not get broken or lost

The playground, lunchtime and garden Charters have been agreed by the whole school and are displayed in a prominent position. These charters will be reviewed in assemblies at least termly.

## At Playtime

Adults will:

- at lunchtimes, use zones and activities which encourage positive play and behaviour
- interact and play with the children
- use positive reinforcement and refer to the playtime charter when speaking to the children
- provide a calm space

**Where children do not demonstrate good behaviour for learning**, or if a child chooses to ignore a key area in a Charter, then they will have a behaviour for learning discussion with a member of staff as soon as possible. These discussions will be handled sensitively, as we recognise that all children are on their own learning journey.

Adults will:

1. Listen respectfully to the children's point of view and thank them for telling the truth
2. Remind the children of their roles, responsibilities and the consequences of their behaviour.
3. Write the child's name down next to the cloud on the teacher's desk (not on display) if they have not responded to the reminders or if they have behaved in a way that has hurt or upset another.
4. Talk to the child about what their behaviour should look like and how to make the situation better so their name can be removed from the cloud (e.g. this could be an apology, showing how they are sorry, some calm time or missing a few minutes of play (walk around with the adult), helping others, repairing damage, tidying up any mess. We recognise that for some children, saying sorry is very hard, and they may not therefore be asked to do this/or asked to do this immediately.

5. Speak to a member of the SLT if the behaviour continues to affect the rest of the class and their learning
6. Praise the child for making a better choice, as soon as possible thereafter

Children will:

1. Be calmly and respectfully asked to explain their behaviour truthfully
2. Listen to the adults and the other children's points of view
3. With adult support think how they can make the situation better
4. Follow the agreed actions, to make the situation better
5. Finish the conversation with a positive, to develop their self esteem

If the class teacher or a senior member of staff feels that it is appropriate, then parents/carers will be informed as soon as is practical, and are involved in reaching a solution. For example, if there is a pattern appearing to emerge, or if, for example, there has been an incident which could have been more serious. If the class teacher is in PPA/leadership time/ECT time/training etc..., they are expected to stop and communicate with the parent/carer, ideally on the same day before the child is collected (a phone call is ideal), so that a consistent message is shared, and the situation is handled sensitively by their teacher, and so that the parent/carer is aware before collection of any more serious incidents. It is the class teacher's responsibility to ensure that all relevant staff are then informed of any monitoring or recording of future incidents, to include PPA/cover staff, LAs, LSAs, office staff etc... and to record this on CPOMs.

Efforts are always made to look for the positive aspects of a child's behaviour, and rewards far outweigh sanctions, however the safety of the school community is our priority. Because of the strong, carefully nurtured home-school links and the Home-School Agreement, parents/carers share in the responsibility for any instance of unacceptable behaviour.

A range of rewards and privileges positively reinforces good behaviour for learning. In each classroom there is a 'Growth Garden' display where each child's name is displayed. The growth garden characters will be used to encourage the children to show positive behaviour for learning. The stories, which link to our school values, will be shared termly in class and in assemblies.

The expectation is that all children will make safe and sensible behaviour choices. If appropriate a sunshine and a cloud may be used, to show particularly good behaviour or unacceptable behaviour. This will be used sensitively and kept on the teacher's desk, not on public display. A child's name will be removed from the cloud as soon as they make positive behaviour choices, and this will be celebrated with the child, by the teacher.

## **Rewards**

### **Jewels in the Jar**

Jewels in a jar will be given for positive behaviour choices, which builds towards a whole class treat. Jewels would never be removed from the jar as a consequence of a poor behaviour choice.

Whole class rewards will be chosen from this list. A range of choices will be made throughout the year.

- Extra P.E. session
- Show and tell with a toy from home
- Art and craft session, or a cooking session

- Extra playtime with the adults actively joining in with games
- A short film or program on the interactive whiteboard which has some educational value
- A class party (party food only given if permission checked in advance).

### **Star of the Day**

Staff look throughout the day to see who has been like the Growth Garden Characters. This is celebrated as a whole class at home time and the child is rewarded with a 'star of the day' badge to be worn the following day.

### **Individual Behaviour Plans**

Trafalgar Community Infant School is an inclusive school. We recognise that some children have particular difficulties in consistently managing their behaviour, and that all children are on a learning journey. If needed, a School Support Plan (Gold plan) will be written for children on the SEN register. For some children a Behaviour Plan might be written which would include some specific behaviour strategies for that child. All staff and parents will be made aware of these plans. These plans or programmes are then reviewed at least once per term by the SENCO, in collaboration with the teacher, child and their parents/carers, and amended copies shared with all relevant staff.

For children at risk of exclusion a PSP (Pastoral Support Programme) may be written by the SENCO or Co-Headteachers, in collaboration with the teacher, child and their parents/carers. Once agreed, the SENCO/Co-Headteachers will then share this with all relevant members of staff so that this can be consistently applied. This plan or programme is then reviewed at least fortnightly by the SENCO/Co-Headteachers, in collaboration with the teacher, child and their parents/carers, and amended copies shared with all relevant staff.

If a child is repeatedly and deliberately making the wrong choices and is not following our Charters, then the class teacher will start to keep a record of poor behaviour incidents on the agreed behaviour log (on CPOMS). This allows staff to identify any triggers to poor behaviour and allows any actions to be recorded. If the use of the behaviour log for that child continues and the staff continue to be concerned, then the child's class teacher will share their concerns with the child's parents/carers so that they can then work together to support the child. CPOMS will also be used to capture some evidence of when a child begins to make safe and sensible behaviour choices.

On very rare occasions a child may need a risk assessment or may require reasonable physical restraint in order to protect themselves or other children and staff. Where possible this will be managed by trained members of staff who have undertaken positive behaviour management training.

If a member of staff sees a colleague dealing with a child in a potentially difficult situation they will:

- say 'help is available'.
- if help is required but the colleague is not in a position to offer support they will find help immediately
- if help is not required, the colleague will either check in a few minutes later or ask someone else to check in

Our school follows the guidance from the DfE, Use of Reasonable Force, July 2013 (see attached). SLT will always be available to debrief with involved staff, following a physical restraint or highly stressful situation. Any restraint or incident will be recorded on CPOMS.

### **Emergencies - The Red Triangle System/using the internal phone system or walkie-talkies**

In the event of a child losing control and becoming a danger or liability the school implements a Red Triangle system. Each teacher must ensure that their classroom/area has a red triangle with the class name or area clearly written on. This can be used by any member of staff if they require urgent assistance. This should be placed in a prominent position so that it can be easily accessed by children and staff. Each class teacher must ensure that children are made aware of the Red Triangle, its location and its purpose when they move to their new classroom in September. The office staff will also ensure that this is explained in the supply teacher folders for each room, stored in the office. The member of staff involved in the situation will ask two children to take the Red Triangle to another member of staff or the school office. All staff must be vigilant at all times and, if possible, should go immediately to the correct classroom to assist when a Red Triangle is displayed. If the member of staff is unable to attend the incident personally, they must support the children in finding a member of staff who is available. Each room also has access to an internal telephone which can be used to call for help. The Inclusion Team and SLT also has walkie-talkies available for use regarding persistent cases of intervention.

If a child is putting themselves or others in danger, and if safe to do so, the child will be removed in a supportive and sensitive way. If the child will not move, then the rest of the class removed from the room/space. The member of staff will not leave the child unsupervised however (can look through the door/window so is a safe distance) but will call for help, either from a neighbouring classroom, using a walkie-talkie/phone, or by sending a message with two children to a nearby adult. The member of staff will log this on CPOMs.

In the event of patterns of unacceptable or dangerous behaviour, help may be sought from the LBAT team (Learning and Behaviour Team), or a Boxall Profile completed by the Inclusion Coordinator. In the case of a serious incident, that cannot be effectively dealt with at school, following consultation with parents/carers, expert advice can be sought from the Educational Support Services. If necessary, in extreme circumstances and after full consultation with the Governors, powers under the relevant Education Act could be invoked, resulting in temporary or permanent suspension.

*Article 3 – “All organisations concerned with children should work towards what is best for each child”.*

### **Use of reasonable force**

On very rare occasions a child may need reasonable physical restraint in order to protect themselves or other children and staff. Where possible this will be managed by trained members of staff who have undertaken positive behaviour management (Team Teach) training. Key staff in the school are Team Teach/Manual Handling trained, and share key information with all relevant staff. Our school follows the guidance from the DfE, ‘Use of Reasonable Force’, July 2013 (see attached).

### **Assembly Responsibilities**

There is a weekly celebration assembly where good learning and excellent behaviour for learning are identified and celebrated. The Headteacher also awards a ‘Wise Monkey’ to one member of each class, who has been identified by the class teacher or a LA, for taking the initiative, being a good role model and making a positive difference to the class or the school. There is a large soft toy gorilla called Mungo. This gorilla is given to a class for the day at the end of assembly. The class is chosen because they have made the best attempt to sit well, listen well and engage with the assembly theme. The aim is for the children to have consistent expectations to refer to, regardless of who is taking assembly, namely:

- walking into and out of assembly, quietly and sensibly
- raising your hand to ask or answer a question, engage with the assembly theme
- sitting quietly and smartly in order to listen and reflect
- focusing on the candle flame for reflection time or prayer
- joining in with the singing.