

Behaviour For Learning Policy



St Chad's Catholic Primary School

St Chad's Behaviour for Learning Policy

As a Catholic School, we believe that meeting a child's needs reflect gospel values. The respect for the gifts and needs of each individual pupil is essential, combined with a flexibility of approach. 'This is embodied in our mission statement.

"At St Chads we grow in the light of Christ, to share in his love and reflect the gospel values."

Our policy is based on evidence based research by Tom Bennet and Paul Dix

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour for learning policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Together have created our own culture '- This is how we do it at St Chad's'

Aims and objectives

The aims of our Behaviour for Learning policy at St Chad's are:



- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

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

- Recognise behavioural norms & routines.
- Positively reinforces behavioural norms and routines.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Consistency in practice

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, key stage and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules based on the virtues "**Compassionate, Truthful and Active**" (Chosen by staff and all members of our school team)" referencing promoting appropriate behaviour.
- Consistent **respect from the adults**: Even in the face of disrespectful learners.
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms and all around the site.
- Consistent **environment**: Good quality displays including our "**Principles of Learning – Compassionate, Truthful and Active**" "**St Chad's Sanction Steps**". Consistent visual messages echoing of core values,

All staff

1. **Meet and greet** at the door.
2. Refer to our 3 rules '**Compassionate, Truthful and Active**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Be **calm** and give 'take up time' when going through the St Chad's Sanction Steps. Prevent where possible before sanctions.
6. **Take follow up action** every time, retain ownership, be part of the solution and engage in reflective dialogue with learners
7. Use of **Positive contact**
8. **Never ignore** or walk past learners who are behaving badly.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

1. **Meet and greet** learners at the beginning of the day
2. Be a **visible presence** in the school to encourage appropriate conduct
3. **Support staff** in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
4. Regularly **celebrate staff** and **learners** whose efforts go above and beyond expectations
5. Encourage use of building positive relationships
6. Ensure **staff training** needs are **identified** and **targeted**

Senior leaders

- Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the learners. Senior leaders will:
- **Meet and greet** learners at the beginning of the day.
- Be a **visible presence** around the site and especially at changeover time and at times of mass movement.
- **Celebrate staff, leaders and learners** whose effort goes above and beyond expectations.
- Regularly **share good practice**.
- Support staff middle leaders in managing learners with more complex or entrenched negative behaviours.
- Regularly **review provision** for learners who fall beyond the range of written policies.

Working with Parents/Guardians

Clear communication on behaviour issues with parents is a crucial. We inform parents when things are going well, as often when things are not.

We believe that children who struggle with their personal discipline will benefit from this consistent partnership approach between school and home. Class teachers and parents will work together to give the child the same message have maximum impact. The direct link between home and school is crucial.

Parents will be expected to take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents are called in to school to help support the school in the management of their child's behaviour.

Working in Partnership

As a school we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational Psychologists
- Primary Pupil referral unit
- Forward Thinking Birmingham
- Zacchaeus Club
- Communication and Autism Team
- Pupil and School Support

Children with Special Educational Needs

Children who have complex social, emotional and mental health needs may not respond to our initial approach. Therefore, to meet their needs we work together with the specialist services delivering targeted and specialist interventions e.g. Pawsb Mindfulness in Schools Programme, Friends for Life and Restorative Justice Approaches. Staff work together with the Senior Leadership Team, SENCo, Pastoral Manager and parents and carers in developing micro scripts with clear consequences to correct challenging behaviours.

Positive Reinforcement, Responsibility and Reward

At St Chad's School we strive to ensure that our pupils' excellent conduct is acknowledged, valued and appreciated. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

We anchor good behaviour through a range of reinforcements such as;

- Sincere and timely verbal praise,
- Positive recognition through class and school achievement awards, for example, star of the week in the classroom, awards in assemblies.
- Stickers, certificates.
- Positive notes home.
- Positive phone calls home.
- Positive emails home.
- Positive messages on Class Dojo

We have a clear system in school that ensures that all children are aware that making positive choices about behaviour, results in positive consequences and acknowledgements.

Our staff know that it is not just what you give but the way you give it that counts.

The use of praise in developing a positive atmosphere in the classroom is promoted. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Managing Behaviour

Classroom/teaching space

Engagement with learning is always our primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. We use the St Chad's Sanction Steps, which have been created and agreed as a whole school team. They are displayed in all classrooms and around the school and are carried out with care and consideration, taking individual needs into account where necessary. Excellent behavior is reinforced through praise and recognition. All learners are given 'take up time' in between steps. We do not leap or accelerate steps for repeated low-level disruption.

Appendices

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. Through the steps learners will be reminded of their previous good conduct to prove that they can make good choices

These steps apply to every child in St Chads

St Chad's Sanction Steps

Step 1- The Reminder

- A reminder of the expectations for learners "**Compassionate. Truthful and Active**" delivered privately to the learner.
- The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Step 2- The Caution

- A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing.
- Learners will be reminded of their previous good conduct to prove that they can make good choices.
- Scripted approaches at this stage are encouraged, using of child's name e.gs (Name XXX) I need you... (Name XXX) I need you to now

Step 3- Last Chance

- The learner is spoken to privately to give them a final opportunity to engage.
- A positive choice is offered to do so and refer to previous examples of good behaviour.

Step 4-The Time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of 'On Call'/Security will escort the learner to a workspace outside the teaching room. **Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

Step 5-Reparation and Payback

- If time out is unsuccessful then the learner will be asked to leave the room to work in a classroom nearby under a pre existing agreement between colleagues. There will be expectation that there is a consequence to such actions. This will be in agreement with the SLT and staff member.
- Learners who reach step 5 will be expected to attend a restorative meeting at a mutually agreed time if the teacher requests.

The Behaviour for Learning Policy was reviewed September 2022