

# WHITEFIELD PRIMARY SCHOOL

## Behaviour for Learning Policy



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### ***Mission Statement***

*Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.*

*At Whitefield we believe in nothing but the best!*

### **Whitefield Primary School's approach to behaviour**

We believe that we promote good behaviour by creating a happy, safe, inclusive and caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. Our core values are care, connection and confidence and we actively encourage our pupils to share their views and contribute to the continuous improvements of our school.

We are committed to ensuring equality for our pupils and adhere to the guidance of the Equality Act 2010.

We encourage pupils to achieve in a learning environment where self-regulation of behaviour is promoted, and pupils are taught the skills to achieve this. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with our pupils through the Children's Committee and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.



## **Aims of this policy**

We aim to;

- Provide an inclusive, safe and positive environment in which pupils can learn;
- Ensure all pupils develop personal confidence and have a voice that will be listened to;
- Ensure pupils develop personal resilience and understanding that difficulties can be overcome with the right solutions;
- Support pupils to develop skills in emotional self-regulation;
- Understand that often behaviour can be a form of communication which indicates an underlying need or difficulty. In responding to the behaviour of pupils we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning;
- Link behaviour and emotional states to readiness for learning and ensure that pupils understand this link and can self-regulate;
- Engage pupils in a consistent dialogue from all members of staff with regards to behaviour;
- Provide individualised approaches to behaviour if and when required by pupils with more complex needs;

## **Our School Community will:**

- Apply the guidance contained in this policy;
- Engage pupils in discussions about behaviour using emotional self-regulation and social cognition approaches where appropriate;
- Report significant incidents to the senior leadership team and record them on cpoms;
- Take responsibility for responding to the behaviour of pupils and take appropriate action;
- Promote positive behaviour through being good role models for others;
- Tackle any form of bullying in line with our anti-bullying child protection policies;
- Actively promote an inclusive ethos throughout school;
- Seek support, if unsure, from key members of staff with expertise such as Senior Leaders, the Inclusion Manager or our designated Mental Health First Aider;
- Adopt child-centred approaches by listening to pupils and considering their perspectives. These will include awareness of Attachment and Trauma Centred approaches

## **Management of classroom behaviour**

Every class displays a Care, Connection and Confidence board which displays a range of emotional states in different coloured zones. Pupils are explicitly taught to recognise their state of emotion and link these emotional states to their readiness to learn. Furthermore, all pupils are taught to apply different strategies in order to regulate their emotions, when needed, so that they are enabled to learn effectively and maintain good mental well-being.

Class teachers are able to respond appropriately to the needs of their class and may apply appropriate rewards and sanctions which are in keeping with the overall school ethos. Any specific arrangements for individual pupils will be agreed in collaboration with the inclusion manager.

Occasionally, the behaviour of children may escalate and become unsafe within a classroom. Children with this level of behaviour will require the involvement of the inclusion manager who will coordinate an individualised response to behaviour through a risk assessment and an SEND support plan. Persistent or severely unsafe behaviour may lead to implementation of exclusion procedures.

## **Roles and Responsibilities of staff**

- Maintain clear and consistent boundaries with all children. Some children will require individualised approaches due to underlying additional needs and these will be determined in discussion with Senior Leadership;
- Be a role model for positive communication, care, connection and confidence;
- Maintain a calm and purposeful learning environment;
- Take responsibility for the behaviour of all pupils around school, including during lunch and playtimes and deal appropriately with any incidents that occur;
- Monitor the behaviour of all pupils in class and report any significant incidents or concerns using the CPOMS system via the safeguarding procedures in place;
- Monitor the impact of additional intervention and outside agency involvement on pupils in class and how it affects their readiness to learn;
- Use the language of social cognition and emotional self-regulation to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so;
- Ensure rewards are distributed regularly and inclusively by electing children for recognition in whole-class celebration assembly. Ensure that the focus of rewards is on the core school values of care, connection and confidence;
- Where pupils have a significant level of social, emotional or mental health needs, staff will adhere to the guidance of any risk assessments or outside agency advice that is collated and shared by the inclusion manager;
- Staff should seek advice from Senior Leaders at the earliest opportunity if lack of engagement with learning becomes a concern and further action may be required;

## **The role of Senior Leaders**

- To monitor the impact of this policy and review when required;
- Report on the effectiveness of this policy to Governors;
- Ensure staff access appropriate training and/or coaching regularly;
- Regularly discuss behaviour as part of the weekly safeguarding review meetings;
- Monitor any behaviour which may be causing concern across the school and take appropriate action to ensure that any impact on learning is minimised;
- Engage with families through person centred planning approaches whereby the needs of the child are placed at the centre of all decisions made;
- The inclusion manager will coordinate any outside agency involvement which may be appropriate in meeting additional needs;
- Monitor pupil responses to this policy through the recording of significant incidents and analyse the impact on different groups of pupils to ensure that no specific group is unduly disadvantaged;

## **Role of Governing Body**

- Delegating powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Ensuring a high standard of provision throughout school;
- Scrutinising data presenting to the governing body regarding behaviour and safeguarding;
- Ensuring the school policies and practices comply with the SEN code of practice;
- Ensure that the school complies with all equalities legislation;
- Ensure funding is in place to support this policy;
- Ensure that this policy and all policies are maintained and updated regularly;
- Ensure all policies are made available to parents;
- Ensure that effective implementation, monitoring and evaluation of this policy takes place;

## **Rewards and Sanctions**

There is a whole school strategy in place for rewarded the efforts of pupils to demonstrate the core values; care, connection and confidence. Awards are presented in assemblies for these school values and other aspects of whole school priority.

Class teachers are able to determine appropriate class based rewards such as stickers or prizes which encourage motivation and recognise efforts and achievements. Staff members are committed to positive recognition for what pupils *can do* and for the individual steps each child makes towards their goals.

Sanctions may be necessary to ensure that individual pupils develop an understanding of consequences for making choices which negatively affect others. Confiscation of inappropriate items for instance, can be given by class teachers acting in accordance with ethos of the school and the guidance from part one of Keeping Children Safe in Education 2018.

In line with our Play Statement we recognise play as a right under the UN Convention (Articles 31, 12 and 15) so playtime will not removed or shortened as a sanction.

It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences. Consequences of inappropriate behaviour must be presented to children as a choice. This places responsibility for behaviour on each child.

Sanctions can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the child that their behaviour is inappropriate and that it will be spoken about later.

- Sanctions will never involve taking away a previously earned reward.
- Teaching staff will avoid any sanctions which lead to unnecessary shaming or humiliation of the child.
- The specific needs of the child will be considered when deciding appropriate sanctions and sanctions will be individual to the child; we recognise that a one size fits all approach is not appropriate for our pupils. Children will not be given sanctions that impede their future learning (e.g. asking a dyspraxic child who struggles with handwriting to write lines)

After a child receives a sanction, it is important to repair and attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.

In addition to the stages of sanctions, where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

A physical interventions policy is in place to provide staff with the correct guidance with regards to the use of reasonable force. Members of staff are only expected to use reasonable force in exceptional circumstances where not to do so would place any pupil at risk of significant harm.

### **Exclusions and alternative provisions**

In exceptional circumstances, when the behaviour of individual pupils places others at risk of harm then exclusion procedures may be implemented, however, further action is always taken to ensure that plans are in place to meet the needs of these individual pupils. School also work closely with the

Social Inclusion service at Liverpool City Council in order to plan appropriate arrangements for pupils who require alternative provision to reduce the risk of permanent exclusion.

Alternative provisions offered through Social Inclusion include short-term behaviour support centres where pupils attend for a minimum of six weeks. They remain on roll and their progress is monitored by the inclusion manager in liaison with staff at the centres. During this time, practice is shared between settings to ensure that individual needs are met and specific support is directed. Occasionally, for pupils with significant Social, Emotional and Mental Health Difficulties, an Education, Health and Care plan may be requested. This is coordinated by the Inclusion Manager Mrs Beale.

### **Staff training**

All staff have accessed training in social cognition, self-regulation and trauma and attachment sensitive approaches. This equips them with the ability to discuss behaviour with individual children and find solutions that enable pupils to manage their own behaviour effectively and make good choices.

Whilst these approaches can be used by all members of staff, we recognise that individual children may require an individualised approach from staff. This is coordinated by the Inclusion Manager and may require consultation with outside agencies such as Seedlings or our Educational Psychologist. When outside agencies are involved and provide guidance or advice, this information is shared with key members of staff to ensure that appropriate provision is made for pupils in school.



## **Pupil support systems**

We implement a wide range of support systems for pupils who are having difficulty in achieving successful behaviour for learning. Some of these include the following;

- Social Thinking intervention groups
- Individual reward systems or tracking systems
- Time to Talk with our Mental Health Leader Miss Cunliffe
- Yoga and Mindfulness
- SEMHD interventions such as Drawing and Talking, pet therapy, LEGO therapy or Seedlings
- Mentoring
- Feelings zones
- Peer support i.e. friendship circles, designated buddies or play leaders
- Comic strip conversations and social stories
- Social behaviour mapping techniques

Pupils are encouraged to talk thoroughly about significant incidents so that solutions can be found which prevent high emotional reactions. In doing so we aim to ensure that pupils maintain positive relationships and make good choices about how to deal with a range of situations.

In class, teaching and learning approaches maintain reflective strategies so that pupils develop an understanding of how they learn, when they are finding something challenging and what to do when this happens. Whitefield Primary School also use a Growth Mindset approach throughout school, encouraging pupils to embrace mistakes as a learning opportunity which will support their development.

## **Managing Pupil Transitions**

We understand that moving up to a different class or between schools can be a stressful time for children and we aim to ensure that the level of support required is provided to individual pupils.

Our Inclusion Manager coordinates the transition of all pupils with additional needs between settings. All classes engage in transition sessions in the summer term in order to meet their new teachers and experience their new classrooms before they begin there in September. Pupils with SEND are provided with an appropriate number of additional sessions and support to develop their understanding such as visual transition booklets. All EYFS pupils are provided with a visual Whitefield Primary School welcome booklet so they are introduced to the school environment and routines prior to admission.

Relevant members of staff from Whitefield Primary School liaise with staff at secondary schools and also nursery settings prior to transition to ensure that information is shared effectively in order to plan the most appropriate provisions. For different pupils, transition packages may include visits to settings, transition planning meetings, attending EHAT meetings or EHC reviews and linking with SENCos. We are happy to consider flexible arrangements to enable the most positive transitions for pupils.

### **Working with families**

At Whitefield Primary School we understand the importance of working together with families to ensure the best outcomes for our pupils. If the behaviour of individual pupils becomes a concern then we will meet with parents and/or carers at the earliest opportunity in order to plan effectively. If families require additional support then we can offer this through the Schools Family Support Service or Early Help Assessment Tool.

### **Additional Considerations relating to the Coronavirus lockdown**

During the coronavirus outbreak we will have to make some changes to the way the school is organised. This will mean that children will not be able to access areas of school and staff in the way they are used to.

Where a child has an individualised approach to behaviour this will be reviewed and updated when the child returns to school. Changes will be communicated to the child's parents/carers, staff and the child. We will use social stories and visual timetables.

Senior leaders will continue to support staff with concerns about a child's behaviour, however where possible children should be supported by staff within the class bubble and if other staff need to support they will social distance as much as possible.

We recognise that children will have had a range of experiences during lockdown. The principle of using child-centred approaches by listening to pupils and considering their perspectives and awareness of Attachment and Trauma Centred approaches will form the basis of our interactions. These have been planned into specific PHSE sessions.

All staff have accessed CPD to understand the potential impact of lockdown on them and on children. Staff will avoid passing "emotional contagion" to others in the school community. A range of support for staff is available on request.

Professionals will be able to work in school to support children, and will continue to advise staff on strategies to inform behaviour management.

We recognise that we won't be able to follow normal transition during this period. Instead we will support children through virtual links, phone calls, staff handovers and face to face meetings. Identified children will be supported with individualised plans planned by the Inclusion Manager.