



SEA MILLS PRIMARY SCHOOL

Aspire • Believe • Succeed

Behaviour for Learning Policy
September 2023



Reviewed and approved by:	<i>Resources Committee</i>
Date approved:	September 2023
Date of next review:	September 2024

Equality Impact assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices		Date	26.6.23
EIA CARRIED OUT BY:	Sian Randall	EIA APPROVED BY:	Resources Governors

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender Reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

Any adverse impacts are explored in a Full Impact Assessment.

Intent

A whole school framework to behaviour management provides pupils with a consistent balanced system of rewards and sanctions. Appropriate behaviour is an expectation, enabling effective teaching and learning.

As a school, we have adopted a trauma informed practise and Thrive approach to understanding and developing social and emotional behaviour. We strive to understand behaviour as a way children express themselves and aim to support children although this is not used as an excuse for inappropriate behaviour choices.

Aims:

- Define acceptable and unacceptable standards of behaviour.
- Maintain high expectations of behaviour by promoting positive behaviours and reducing the likelihood of inappropriate behaviours.
- Develop, promote and consistently apply a whole school agreed approach to rewards and sanctions which is used by all staff.
- Embed good behaviour through teaching our school values and Sea Mills Super Skills.
- Promote self-esteem, self-discipline and positive relationships
- Ensure early identification and targeted provision for pupils experiencing developmental trauma [refer to SEN policy]
- Develop pupil's responsibility for their actions and increase awareness of the impact their behaviour has on others.
- Establish effective partnerships with parents and external agencies in relation to pupil behaviour.

Values

Our values at Sea Mills Primary School are:

- Respect
- Responsibility
- Aspiration

Golden Rules

Our Golden Rules at Sea Mills Primary School are:

- Respect yourself, others and our school.
- Be responsible for your actions and learning
- Have high aspirations

Going for Gold

In class we use the Going for Gold ladder system. All classes will display a Going for Gold ladder on the classroom wall showing the rewards. Children are moved up the ladder for showing the school values and Sea Mills Super Skills. The sanctions below yellow **are not** displayed visually in class but are recorded by the class teacher on a behaviour tracking sheet. All children will begin the day on green.

Only class teachers and LSAs move a child up or down the behaviour ladder (Gold to Green); this can be in response to reports from other school staff. Every day teachers will record

which colour each child ends the day on. This is saved in the behaviour folder on the T drive. SLT will monitor behaviour data.

If a child reaches gold they will receive a certificate from the head teacher that day (and a fun sticker) and then are celebrated again on a Friday with a gold sticker and applause. Families are invited to celebrate their child's achievement in this assembly. The office needs to know which children are being celebrated by Thursday 1pm.

All children must 'Get to Gold' at least 3 x in an academic year. Teachers will need to record this on the behaviour tracking sheets to ensure no one is missed.

Golden Time

Golden time is earned through a system decided by the class teacher (pom poms, points etc) based round earning 20 of something to achieve a class reward. This is not expected to be every week and should be about 20 minutes.

Rewards

- Other rewards may be arranged on an individual class basis as appropriate and as decided by the class teacher.
- Some identified children have an individualised reward system which is part of their planned provision in liaison with the head/Inclusion Lead.
- A Star of the Week is awarded to one member of each class for exceptional academic work. A copy of the certificate and the piece of work being celebrated must be displayed on the corridor display.
- **House Points** can be awarded by any member of staff (not usually the child's class teacher) when children are spotted showing our school values. Also, any child at the end of the day who is on green (1 point), bronze (2 points), silver (3 points) or gold (4 points) will have their points recorded on the class house point collection sheet to add to the weekly house point total. Children will receive certificates when they reach a new 50 point benchmark in celebration assembly.
- The winning team for the term will win the house cup and receive a prize.

Sanctions

- All children need to be given a verbal warning for low-level behaviour issues.
- If a child moves to yellow and remains there until break or lunchtime then they sit in class for five minutes. During this time an adult (class teacher or LSA) will need to have a reflective conversation for five minutes. If moved to yellow after lunch, the child will need to have their reflective conversation for five minutes before story time. A child can be moved back up if 'back on track' and teachers should prompt this verbally for example 'Now what I'm looking for...'.
- If a child is on orange they will spend 10 minutes time out in their agreed buddy class taking their work with them. On returning to class, the teacher should prompt what they are expecting now 'Now what I'm looking for...'. Parents to be informed in person or by email/telephone by the class teacher.
- If a child is on red they will be sent to the head with their work. An appropriate sanction will be decided and families informed. The issue will be thoroughly investigated and discussed with the child. All red incidents need to be recorded on CPOMS. Teachers will follow up with families later in the week with an update.

- EYFS will adapt the behaviour for learning policy to make it appropriate for the setting.
- See Appendix 1 for the Stages of behaviour and consequences (please note this is not a definitive list of behaviours and it is up to the professionals discretion).

Non-Negotiables

- Staff will model respect to the children.
- Staff will model behaviour at playtimes and lunchtimes.
- Staff will teach and model games at playtimes and lunchtimes.
- Staff will avoid shouting at the children unless to warn of danger.
- Staff will 'catch' good behaviour and use this as a first point to modify another child's behaviour.
- Staff will use the 'Thrive': Attune, Validate, Contain, Soothe and Regulate
- Staff will 'Shine the Light' on behaviour and make the child aware of why they are being praised or asked to modify their behaviour.
- Staff will usually use do, not 'don't'.

Positive Handling of Pupils

The Local Authority guidelines in respect of physical restraint will be followed. In the first instance, staff will always try techniques to de-escalate a situation. In extreme cases, a teacher may have to positively handle a pupil to prevent them causing injury or danger to themselves, a member of staff, another pupil or serious damage to property. In these circumstances no more than the minimum handling should be used. Positive handling will never be used as a punishment. Interventions should only be made where they are likely to succeed. The member of staff must:

- give clear instructions warning the pupil of the intervention if the behaviour does not desist
- a second member of staff must be summoned if at all possible
- use minimum force for the minimum period necessary to restrain and calm the pupil. The member of staff must continue talking to the pupil e.g. "If you stop kicking, I will release my hold".
- Use restraint in line with Team Teach procedures
- Use Team Teach techniques which seek to avoid injury to the pupil. However, it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Following a positive handling incident, a written report will be completed by the member of staff detailing events before, during and immediately following the incident. Reports of witnesses, together with details of any injury sustained by pupils or staff will be required. The incident should be recorded on CPOMs and sent to the heads. In addition to CPOMs, any incident of physical restraint will be recorded in the bound restraint reporting book. The family of the pupil will be informed of any incident in which it has proved necessary for a member of staff to intervene physically or apply physical restraint. Where we think concerning physical behaviour may become repeated we would put in place a behaviour support plan or if appropriate a risk assessment to support positive behaviour

Appendix 1

Please note this is not a definitive list of behaviours and it is up to the professional's discretion which colour the child should move up or down to. A child should always be given the opportunity to correct their own behaviour.

Stage 1: To be dealt with within class. Move down the ladder to YELLOW.	School Values	
Calling Out- <i>disruptive behaviour</i>	RESPECT	
Not listening to adults	RESPECT	ASPIRATION
Not doing what I should be doing- <i>off task</i>	RESPONSIBILITY	ASPIRATION
Not doing what I have been asked to do	RESPECT	RESPONSIBILITY
Running in the corridor	RESPECT	RESPONSIBILITY
Making a silly noise at a quiet time	RESPECT	
Calling others names	RESPECT	RESPONSIBILITY
Wasting the things I need to help me work- <i>wasting resources</i>	RESPECT	RESPONSIBILITY
Eating sweets	RESPONSIBILITY	
Dropping Litter	RESPECT	RESPONSIBILITY
Upsetting others by being unkind	RESPECT	RESPONSIBILITY

Stage 2: Removal from class to a buddy class. Move to ORANGE.	School Values	
Stopping others from working- <i>disruptive behaviour</i>	RESPECT	
Using rude gestures	RESPONSIBILITY	
Ruining other people's work	RESPECT	RESPONSIBILITY
Not answering when spoken to	RESPECT	
Not coming when called	RESPECT	RESPONSIBILITY
Using rude language- <i>swearing</i>	RESPONSIBILITY	

Stage 3: Internal exclusion. Letter sent home to parents. Visit head teacher or member of SLT. Move to RED.	School Values	
Not listening to adults when following the behaviour ladder	RESPECT	RESPONSIBILITY
Stopping the teacher from teaching- <i>disruptive behaviour</i>	RESPECT	ASPIRATION
Stopping others from learning	RESPECT	ASPIRATION
Running out of class- <i>absconding</i>	RESPECT	RESPONSIBILITY
Using rude words and body language- <i>swearing and hand gestures</i>	RESPECT	ASPIRATION
Being angry with body and words- <i>hitting and name calling</i>	RESPECT	RESPONSIBILITY

Leaving the class without the teacher saying- <i>absconding</i>	RESPECT	RESPONSIBILITY
Arguing with an adult	RESPECT	ASPIRATION
Graffiti-writing or drawing where we shouldn't	RESPECT	RESPONSIBILITY

Stage 4 (or repeat of stage 3) Inform families Miss playtime Exclusion from school Made to go home for lunch Not allowed to return to Sea Mills school Adult to write down unkind, bullying behaviour	School Values	
Hurting others on purpose- <i>physically hurting or name calling</i>	RESPECT	
Going outside the school gates without an adult saying so- <i>absconding</i>	RESPECT	RESPONSIBILITY
Physically hurting an adult	RESPECT	
Begin unkind with body and words to others more than once- <i>bullying</i>	RESPECT	RESPONSIBILITY
Calling others names about their race- <i>racist remarks</i>	RESPECT	RESPONSIBILITY
Bringing in dangerous items	RESPECT	RESPONSIBILITY

Monitoring

The Senior Leadership Team will monitor every two terms through:

- Lesson observations
- Playground observations
- Reports on analysis of the Going for Gold ladder, Physical restraint, Exclusion and Major Incident and Attendance data by the Pastoral Mentor
- Analysing attainment and achievement data

The head will report to the Full Governing Body Term 2, 4 and 6. This report will consist of the number of exclusions and the number of major incidents in each term and the number of children this involves.

Appendix 2 – Restorative Justice Language and reflective conversations prompt

Restorative Language

Our job is to teach the PUPILS we have, NOT those we would like to have, NOT those we used to have, but those we have right now - ALL of them

When children find themselves in conflict or upset, we will ask them:

1. What happened?
2. What were you thinking or feeling when it happened?
3. What needs to happen to put this right?

4. What would you do differently next time?

We might also say to children:

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Appendix 3 – Thrive sentence stems

WIN

W - I'm wondering if...

I - I'm imagining...

N – I'm noticing

Useful phrases

I'm here for you...

I know you may be.. (name feeling)...but it's not ok to... maybe next time you could...

Thank you for following our rule of (name rule)

Shine a light on the small positive behaviours and catching the feelings and actions in the moment to create the most impact.