



## St. Anne's Church Academy

### BEHAVIOUR FOR LEARNING POLICY

This policy supports The Priory Learning Trust behaviour policy and should be taken and used as part of St Anne's Church Academy overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church Academy. It is reviewed on an annual basis.

#### Principles

St Anne's Church Academy is 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 policy guides staff to teach self-discipline not blind compliance. It echoes our core church values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

#### Our school aims include

- Encourage learning by providing a welcoming, **friendly** and supportive environment in which children can become confident and independent learners
- Developing a 'Learning without Limits' approach whereby we promote an ethos of **trust**, co-agency, everybody and unpredictability
- Provide opportunities for pupils to develop skills which promote self-esteem and confidence in their **relationships**
- Instil an appreciation of Christian values and beliefs

#### The aims of this policy are to

- Create a culture of exceptionally good behaviour: for learning, for community and for life;
- Ensure that all learners are treated fairly, shown **respect** and promote good **relationships**;
- Help learners take control over their behaviour and be responsible for the consequences developing **compassion** for others;
- Build a community which values kindness, **peace**, care, good humour, good temper and empathy for others;
- Encourage skills of self-discipline in preparation for secondary school and for adulthood;
- Help children know the difference between right and wrong thereby encouraging an increased awareness of **justice**;
- Recognise, reward and celebrate positive behaviour;
- Help children to understand and respond to the boundaries of what is acceptable;
- Encourage a culture of **forgiveness**;
- Create a positive environment to enable learning to take place successfully;

- Ensure that children, parents, staff and volunteers know the school's rewards and sanctions system;
- promote an ethos of **koinonia** throughout the school;
- Ensure that pupils are aware that behaviour is a choice.

This policy includes all pupils in our school and may be differentiated according to the age and stage of the pupil's development and to support pupils with SEND, if appropriate.

### **Purpose of the policy**

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

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

## **Three is the magic number**

### **How will staff behave?**

1. Staff will demonstrate relentless kindness
2. Staff will demonstrate relentless consistency
3. Staff will demonstrate relentless clarity

### **3 Rules**

1. Respect yourself
2. Respect others
3. Respect the environment

### **3 key ways to recognise conduct that is 'over and above'**

1. Through public recognition at weekly celebration worship
2. Through the use of positive conversations (which may include phone calls home, positive comments in partnership book, email etc)
3. Through nomination for Fabulous Friday

### **Support beyond the classroom**

1. Referral form for learning mentor
2. Referral to Senior Leadership Team (SLT)
3. Pastoral Support Plan (PSP) involving parents and professionals

### **Alternatives to exclusion**

1. Use of internal seclusion at break and lunch
2. Use of internal seclusion during class time
3. Use of PCSA Return to Learn

### **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, outside of the classroom and at senior leadership 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 respect** from the adults
- **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 each campus:** In classrooms, around the site, at reception.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core church values, positive images of learners and learning.
- **Consistent cultures of excellent behaviour management**

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

### **All staff**

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are making the wrong choices.

### **Learning mentors**

Learning mentors 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.

#### **Learning mentors 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 positive conversations.

### **Senior leaders**

Senior 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.

#### **Senior leaders will:**

1. Meet and greet learners at the beginning of the day
2. Be a visible presence around each campus at the start and end of every day
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice

5. Support learning mentors in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess school wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies
8. Take time to welcome learners and their families at the start of the day and say goodbye

### **Recognition and rewards for effort**

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.

*'It is not what you give but the way that you give it that counts.'*

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

#### **Whole School level**

1. Learning champion during weekly celebration worship (Weekly)
2. Little Heroes nominations and rewards (Termly)
3. Fabulous Friday (Termly)

#### **Classroom level**

1. Positive praise and acknowledgement
2. Recognition boards
3. Share successes with another adult

#### **Classroom**

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

### **School support**

#### **Stepped approach**

#### **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

#### **1) The reminder**

A reminder of the expectations for learners delivered to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

#### **2) The warning**

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:

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.

- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allowing them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and instead spend our energy returning learners to their learning.

### **3) 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 good conduct/attitude/learning.
- Learner is given a final opportunity to re-engage with the learning / follow instructions

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. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

#### **4a) Internal referral** (Behaviour chart if necessary)

At this point the learner will be referred internally to another class for the set period of the lesson. All internal referrals must be recorded on SIMS and the learning missed must be completed. At this point families will be informed.

#### **4b) Restore**

Restorative conversations at St Anne's Church Academy are a core part of repairing damage to trust between staff and learners. Our restorative conversations are structured in 5 steps:

1. What's happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

The conversation should finish with reaffirming your commitment to building a trusting relationship.

Staff will take responsibility for leading restorative conversations and learning mentors will support if requested. Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At St Anne's we make sure that this is done discreetly.

#### **5) Partnership stage (/Individual behaviour plan/PSP)**

The partnership stage will be implemented where there is a major cause for concern. If a child requires an individual behaviour plan they must also be placed on the special educational needs register for their behaviour. The learner will be given time with the learning mentor who will:

- Support and if necessary facilitate the Reparation Meeting between a family member, the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Head teacher or Deputy head teacher  
All of these matters will be confirmed in writing and recorded on SIMS.  
The Learner remains the responsibility of the class teacher

Clear breaches of the school rules will lead to a red card being issued by a member of the senior leadership team. On this occasion parents/carers will be informed by letter and an internal seclusion for a fixed period of time at break and lunch will be agreed. If the behaviour escalates this may progress to an internal seclusion during class time or a referral to the Return to Learn centre at PCSA. If necessary a fixed term exclusion or a permanent exclusion may be unavoidable.

### **Monitoring and Evaluation**

The school will undertake regular audits of behaviour to link in with the regular review of the policy. This will allow the school to measure the effectiveness of the policy and the strategies being used.

## Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The school rules and **Ready, Respectful, Safe** must be referred to in conversations around conduct.

Consistencies

- 1 Meet and greet at the door.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5 Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
- 6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving badly.

Steps Actions

1) Reminder A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

2) Warning A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

3) Time Out Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

4a) Internal referral

At this point the learner will be referred internally to another room in the department for the remainder of the lesson. All internal referrals must be recorded on SIMS

4b) Reparation

A restorative meeting should take place as soon as possible. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.

5) Formal Meeting

A meeting with the teacher, learner, family member and learning mentor documented and saved in safeguarding file with agreed targets that will be monitored over a set time period.

A Serious Breach is an incident that may lead to a fixed term exclusion.