



Corbridge C of E First School **Behaviour for Learning and Relationships Policy**

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'.

At Corbridge First School, we recognise that this policy should relate to the behaviour of and relationships between all members of the school community. We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation. The policy should be regarded as a "live" document; it should be readily available and be referred to as needed.

This policy has been written after consultation and through discussion with staff, parents, governors and pupils and it reflects the values and principles that we collectively consider are important to the school.

We serve to provide a Christian school community in which our children can feel secure and happy and thrive both emotionally and academically on a daily basis.

Values underpinning the policy are:

- 1) All members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as positive role models in their behaviour and relationships.
- 2) We believe that we all respond better to encouragement and support than to a negative response. By focusing on positive behaviour and relationships and on the gifts and capacity that each member of the community brings to the school, we can support each other to make Corbridge First School a truly inclusive school where all members are equally valued.
- 3) We believe that learning and teaching and behaviour are inextricably linked. We strive to ensure all pupils have full and equal access to the curriculum and know that by teaching social and emotional skills to our pupils we will make it easier for them to do so.
- 4) We are all members of a learning community and regard any adult or child asking for help in any area as displaying a strength rather than a weakness. We strive to create a community where all members feel safe to learn, whatever their role.
- 5) This policy, along with all policies in school, will be applied equally to all members of the school community regardless of their gender, race, religion, sexuality or any disability. (Please refer to the school's Equalities Policy for further details).

All staff, volunteers, children and parents are to be made aware of the School Behaviour Policy and the Calm School Code. Consistency and fairness are the key to managing a safe, positive and calm school which all members of the school community are proud to be part of.

Governors' Written Statement:

Corbridge First School is a safe, caring environment where pupils are calm, purposeful and happy. It is expected that everyone is treated with fairness and respect. We aim to reinforce the sense of pride pupils have in themselves and their school. We wish to create confident, cooperative and caring pupils. We want each child to

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feel valued for their unique contribution to their school. The children of CFS make positive choices, the vast majority of the time, and as a community we want to acknowledge and reward that. We are proud of the children and the good choices they make.

Calm School Code

Our policy is also based on our Calm School Code (Appendix A). These rules are put into practice by being:

- Displayed in corridors, the hall and in all classrooms.
- Discussed with pupils at the beginning of each school year so that pupils agree, feel involved and committed to them.
- Discussed during collective worship, class worship and PSHE.
- Actively referred to by adults in the school to reinforce good behaviour.

Looking for Positive Behaviour

At Corbridge First School, we believe that good behaviour needs to be taught and that “what you pay attention to is what you get.” We therefore base our systems on looking for and rewarding good behaviour.

The guidelines we follow are:

- Looking for the positive and being explicit in our praise helps pupils understand exactly what behaviour is appropriate;
- Adults need to model positive behaviour and relationships for pupils at all times;
- Anticipating and planning for positive behaviour works better than waiting for poor behaviour to happen;
- Children should be taught to make good choices.

Rewards we use include:

Sharing good news with the Headteacher

Children will visit the Headteacher for additional praise related to attitude, effort or behaviour.

Individual Class Rewards

Teachers may choose to have sticker cards, personal stickers, prize boxes etc. which motivate their learners or reward good behaviour leading to good learning and progress as special incentives.

Celebration Worship

Behaviour choices, attitude and positive behaviour towards others are acknowledged and celebrated with the children through records in the “Golden Book”, and weekly stickers are issued.

Sharing Good News

Visits to the subject leaders or an adult important to the specific child are also used as a reward for celebrating good choices and achievements.

Top Table

Children are selected based on their behaviour and choices to be rewarded to eat at “Top Table” The children are first to eat and they are joined by an adult from school.

We consistently use praise to encourage children and reward good choices.

How we Minimise Poor Behaviour

In order to minimise poor behaviour, we follow these general guidelines.

- We check if the behaviour is the result of a pupil not being able to access the curriculum. Good planning and differentiation for work and behaviour is essential.
- By giving clear expectations of work and behaviour we give pupils clear aims and boundaries.
- We react in as calm a manner possible so we can de-escalate the situation.
- We know that distracting and defusing a situation is safer for children and adults.
- We know that good communication with parents/carers ensures a more settled child.
- Setting up positive and tailored behaviour support programmes for key pupils should they need it.
- Use of brain breaks proactively, including gross motor movements, time on the mini-bouncer or running around the all-weather track.

Consequences Used in School

While we always look for the positive, we do recognise that at some point consequences may need to be used. Some children may need some support in monitoring and moderating their behaviour.

It is the responsibility of **class teachers** to appropriately manage any poor choices by children within the classroom. Teachers should use a visual display to manage basic in-class expectations. The teacher will then issue an agreed consequence to address the poor choices and the child will understand their choice has a consequence. The system must be clearly outlined and displayed in classroom.

Whole Class or “blanket punishments” are never appropriate.

Specific Unacceptable Behaviour

Some behaviours are totally unacceptable. These incidents are very rare but procedure must be followed.

- Physically hurting others with intent.
- Inappropriate language, aggression, damage to property or anger displayed towards any other person in school.
- Speaking inappropriately.
- Persistent low-level disruption.

Child/ren must go to the HT or senior staff. Staff **must** complete an **incident report on CPOMS** noting all facts.

SLT will complete the actions on the CPOMS report. This will be a record for staff outlining the actions taken and the consequences.

We strive to ensure consistency in our responses to poor behaviour through the strategies outlined on our Positive Behaviour poster (Appendix B). Although it's important for children to work within this system, some children may need adjusted measures to support them in behaving a positive way. We are informed by the thinking; “Every child receives equality of opportunity rather than equality of provision”.

The HT and SLT will **always** support staff in behaviour management issues. If a range of children are not responding to the classroom management procedures, steps will be taken to observe the children in class. Support will be given to ensure teachers are able to continue to deliver good lessons without learning being disrupted.

In cases of persistent poor behaviour, the Headteacher, Deputy Head or SENDCO may:

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- Call a meeting with the child's parents;
- Consider internal exclusion;
- Implement an Early Help Assessment;
- Consider exclusion.

Internal Exclusion

As a consequence of behaviour children may complete their learning out of class for a set period of time – this may be a lesson, a half day or a full day. Parents will be fully aware of the situation.

Suspension and Exclusion

Northumberland County Council's agreed Exclusion Policy will be put in place, when appropriate. Outside agencies will be contacted to review the situation. It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with significant behavioural and/or emotional needs. Suspending or excluding a pupil from school will only be used as a last resort and can only be done by the Headteacher.

Where suspension or exclusion is considered seriously as a major option, the following factors are always considered very carefully:

- The severity of the behaviour in terms of the safety of other children, staff and other adults and the individual themselves;
- Significant damage to property;
- Specific background.

Safety Intervention

It is our statutory duty to keep all children and our workforce safe. This means that there may be occasions when staff need to intervene physically in order to ensure the safety of individual children and others. This follows the Department for Education guidance.

Please see our Safety Intervention Policy for further information.

The Power to Discipline beyond the School Gate

The school will work with parents to review any behaviour related issues which take place out of school. No consequences or sanctions will be applied in school related to behaviour out of school. Any serious or unlawful behaviour would be reported to the police.

Individual Pupil Support

In their school lives, some children encounter times of challenge or difficulties which impact on their behaviour and therefore their learning. Classroom teachers will work with parents and ensure communication is strong to ensure the child feels supported at both school and home and is also receiving consistent expectations, rewards and sanctions.

Outside Agencies

When appropriate, school will contact outside agencies to support children with specific challenging behaviour. Decisions regarding referrals are only made with the support of parents/carers.

Monitoring and Review

On-going monitoring and review of behaviour ensures that our excellent school ethos is maintained.

Early Years Behaviour Management

The EYFS Manager leads behaviour management throughout the EYFS with the support of the Head teacher. The Calm School Code is used and modelled by staff to help children understand the merits of positive behaviour and choices.

Support Available for Staff

All staff no matter how experienced or inexperienced needs support with behaviour issues. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff sees seeking help as part of the solution.

- Special Educational Needs Co-ordinator
- ECT Mentors
- Senior Leadership Team
- Professionals from external agencies e.g. NCC Behaviour Team
- SAS Counselling Services
- Peer Supervision and mentoring
- Courses & Staff Meetings

APPENDIX A



CALM SCHOOL CODE

SPEAK NICELY

LISTEN CAREFULLY

ACT KINDLY

MOVE CALMLY



The Calm School Code is a reflection of everyday behaviour at Corbridge First School. It is modelled by all staff daily and used to praise and acknowledge good choices children make every day.

We teach children the importance of managing their behaviour, emotions and dealing with frustration or upset using the Calm School Code. The four simple directives are the clear guide to maintain a Calm School with a positive ethos. We promote positive behaviour, and good relationships, recognising that children need to maintain good self-esteem in order to achieve their potential.

When staff are supporting children to address a poor choice, the Calm School Code should always be used as a reference for reflection.

All staff are expected to follow the School Behaviour Policy and model the 'Calm School Code' in school.

When incidents occur that require corrective and supportive discipline intervention, we then adopt a restorative approach to behaviour management. A resolution focussed approach is taken to resolving conflict or undesirable behaviour. Individuals are encouraged to consider carefully what went wrong, to articulate their opinion of events and to reflect upon both how they felt and how their actions left others feeling. The opinions of the individual and those 'harmed' are given equal priority and discussion is focussed upon finding a fair and appropriate resolution. The facilitator of these discussions should be calm, reflective and non-judgemental.

The Calm School Code is used as a way of structuring these discussions, for example:

- Did you speak nicely?
- Did you act kindly?
- Were you moving calmly?

When behaviour goes wrong the consequences should not be punitive but resolution focussed. They should help the individual understand the consequences of their actions and build in support mechanisms in order for individuals to modify and improve the pattern of their behaviour and make good choices in future.

APPENDIX B

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| Stage One Repeated low level disruption e.g. calling out, not demonstrating good sitting, listening etc.' | There will be a series of NON-VERBAL WARNINGS e.g. 'the look', moving children, light touch on shoulder. If these strategies have no effect, ONE verbal warning issued to ask a child to correct the poor choice they are making. Adults will explain the behaviour which needs to be changed and why. |
| Stage Two If child continues with low level disruption. | Visual prompt used as final warning for continued bad choice. |
| Stage Three This section has several stages which are generally hierarchical dependent on a child's behaviour. THIS IS A CONSEQUENCE AND NOT A TIME FOR DISCUSSION. | CONSEQUENCE ISSUED 5 minutes of break/lunchtime lost |
| Stage Four | Time out of class During this time the child must complete the class work if appropriate with the support of an adult when necessary. Work may be sent home to complete if it is necessary. Parents will be asked to support us in fulfilling this consequence to help their child makes the right choices in the future. |

Our Calm School Code

• Speak nicely



• Listen carefully



• Act Kindly



• Move Calmly

