



Mid-Trent  
Multi Academy Trust

## Behaviours for Learning Policy

September 2022



St Andrew's CE  
Primary School



Colwich CE Primary  
School



St Peter's CE Primary  
School



Flourish Early  
Education



Mid-Trent  
Multi Academy Trust

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Version	Date	Detail	Author	Key Changes
1.0	02.09.2021	Initial	C. Pilkington	New policy created as a result of updated Church of England vision for Education
2.0	10.09.21		A.DeSteCroix	School based changes
3.0	5.9.22		A.DeSteCroix	School based changes

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1.0			



## Introduction

The Mid-Trent MAT's Behaviour for Learning Policy is informed by Christian values which underpin every aspect of our life and work. These values are rooted in the teaching of Jesus Christ and are deemed fundamental for all our learners to experience 'life in all its fullness' (John 10:10). Our school behaviour for learning procedures are designed to embed and continually reinforce 'The Golden Rule':

*So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets. (Matthew 7:12).*

This Behaviour for Learning Policy is therefore designed to support the way in which all members of our school families can live and work together. Through this policy we are able to promote an environment where everyone feels happy, safe and secure so that all are enabled to achieve success in learning and beyond.

## Intention

The aims of our Behaviour for Learning Policy is to:

- Foster a positive and **compassionate** environment in which all children can flourish.
- Develop relationships based on **respect, generosity, integrity and trust** between all members of the school community.
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have lived our Christian values and had a positive impact upon the lives of others.
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- Give children the confidence that issues relating to behaviour will be referred to the school's Christian values and high behaviour expectations.

## Impact

As a result of implementing this behaviour for learning policy

### Children will:

- Build strong relationships
- Experience what it means to live as a member of an open, **generous** and **forgiving** community
- Benefit from a calm and secure learning environment
- Be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

### Teachers will:

- Model **forgiveness** and the possibility of restoration and a new beginning in their relationships both with adults and children

- Be able to convey clearly and with confidence expectations of behaviour
- Benefit from a calm and secure environment in which to teach effectively
- Build positive relationships with parents and the whole school community
- Develop personally and professionally

**Parents will:**

- Be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- Feel confident that all the decisions regarding behaviour are **just**, unbiased, and informed by **The Golden Rule** and the school's values
- Be confident that their child is developing personally, socially and academically
- Be offered opportunities to explore further the school's values at home; for example through the publication Home School Values
- Feel welcome in school to discuss their child's progress and behaviour in an open, positive and empathetic environment.

## School Vision

***'God is love, so we: Learn to Love; Love to Learn; Learn for Life.'***

Everything we do at Colwich is driven by our Christian vision, mission and values

*God is love. If we keep on loving others, we will stay one in our hearts with God, and he will stay one with us.*

*(1 John 4.16 CEV)*

Our vision is that every child is fully welcomed into our supportive community and discovers their value as a unique child of God. Through the highest quality of teaching and learning, we endeavour to nurture them so that they leave us as confident, curious and resilient life-long learners ready to fulfil their God given potential. We are guided by our Christian values to inspire one another to flourish through life's journey.

*'Start children off on the right path. And even when they are old, they will not turn away from it.'*

*(Proverbs 22:6 NRIV)*

**Through implementing this policy, we create a learning environment where everyone feels happy, safe and secure, as a result pupils have the courage and support to make the most of every opportunity to stretch themselves, and each other, to achieve more than they dreamed possible.**

## Values and Expectations of Pupil Behaviour

Our expectations for all members of our learning community are encapsulated in our school values and we endeavour to live these values through our thoughts, words and actions every day. As a school we value and reward behaviour which demonstrates these values in practice.

**Endurance:** We all have a can do attitude and we try our best in all that we do. We understand that not everything we do in life will be easy, but with support, guidance and belief we know we can achieve more than we ever dreamed possible.

**Trust:** We understand that trust lies at the heart of all our relationships. We put our trust in each other so that we all feel valued, respected and enriched. Through our kind and considerate actions, we show that we are trustworthy too.

**Koinonia:** We value each other, our school and our community and we demonstrate respect in all that we do by listening carefully to others and following the school rules. We take responsibility for our actions and for our learning environment, and in fellowship together, we make Colwich a wonderful place to be.

**Compassion:** We consider other people's feelings in all our actions and behaviour, understanding that our actions have an impact on those around us. We endeavour to act in ways which make others happy, we support and encourage others to succeed and never act intentionally to hurt or cause upset.

**Friendship:** We are kind to each other, and we make everybody feel welcome. We grow our school and our own success by being selfless, understanding and including others, demonstrating loyalty and helpfulness in all that we do.

## Roles and Responsibilities for Promoting Good Behaviour

The success of this policy is based upon the whole school community sharing accountability and responsibility for the behaviour in our school. Each member of our school family has a part to play in ensuring that all children feel safe, secure and able to succeed.

As a member of our school family, our **learners** are responsible for:

- Stretching themselves and supporting others to grow academically, socially and emotionally.
- Maintaining a positive classroom environment by conforming to the agreed expectations for behaviour both in and out of the classroom.
- Identifying and celebrating good behaviour in others.
- Showing respect to others at all times.
- Understanding that everyone is different and that the needs of others might not be the same as our own.
- Accepting responsibility for our mistakes, understanding that it is the behaviour, not the person, that needs to change.
- Seeking and offering forgiveness to others.

As members of our school family, our **parents/carers** are responsible for:

- Working collaboratively with the school, so that children receive consistent messages about how to behave at home and at school.
- Sharing their thoughts and views on our school Behaviour for Learning Policy and raising concerns respectfully with class teachers and senior leaders in school.
- Inform school if there is anything that has happened outside of school that may impact on their child's behaviour.
- Engaging positively with the school in discussions about their child's behaviour.
- Supporting the school's expectations for behaviour through reinforcing and praising children who have been identified for demonstrating our school values and through working with the school to

reinforce positive behaviour expectations when a pupil's behaviour falls below the school's expectations.

- Seeking support from the school and being open to support from other outside agencies in positively managing behaviour at home.

As members of our school family, our **teachers and learning assistants** are responsible for:

- Promoting and proactively enforcing the school's behaviour for learning policy and applying it fairly in all situations (inc. during lesson time, on the way out to and in from play, during play, in assembly and during school trips.)
- Sharing the school's expectations with learners at every opportunity, reinforcing this through teaching in RE, PSHE, reading and other curriculum areas as appropriate.
- Working with learners to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour.
- Teaching children to consistently follow these rules and directions throughout the school day and school year.
- Maintaining the highest expectations for pupil behaviour and conduct at all times.
- Modelling our school values and treating all members of our school family with respect and understanding at all times.
- Teaching children about our school values, what it means to demonstrate them and exploring issues, scenarios and incidents together to enable all to apply this teaching to their everyday actions.
- Identifying, praising and rewarding pupils who demonstrate these values in practice and adhere to 'The Golden Rule'.
- Supporting pupils to reflect on their own behaviour and 'The Golden Rule', giving time to think and the opportunity to repair and seek forgiveness.
- Seeking and offering forgiveness, moving past events and incidences and supporting pupils and families to start anew.
- Seek assistance from parents and senior leaders in supporting children whose behaviour falls below our school expectations.

As members of our school family, our **Lunchtime Supervisors, OOSC team and office staff** are responsible for:

- Modelling our school values at all times.
- Treating all members of our school family with respect and understanding at all times.
- Upholding high expectations of pupil behaviour at all times, ensuring pupils enter and leave the school building in a calm and courteous manner; play with compassion and friendship; show respect towards peers and staff; play responsibly with equipment.
- Work quietly with children who are not demonstrating our school values. Removing children from the situation, speaking to them calmly, helping them to reflect and think of others and make amends.
- Adhering to the complimentary lunchtime behaviour management framework when imposing sanctions for unacceptable pupil behaviour.

As a member of our school family, our **Headteacher** is responsible for:

- Implementing the school behaviour policy consistently throughout the school, and reporting to governors, when requested, on the effectiveness of the policy, under the School Standards and Framework Act 1998.
- Ensuring the health, safety and welfare of all children in the school.
- Setting the standards of behaviour and supporting all staff in their implementation of this policy.
- Maintaining records of all reported behaviour incidents (red cards).
- Working with learners, and their families, to make positive behaviour choices, which enable all children to feel safe, secure and able to succeed.
- Applying the school exclusion policy, as a last resort, in managing serious incidences of misconduct.

As members of our school family, our **Local Academy Committee** are responsible for:

- Establishing general guidelines on standards of discipline and behaviour, and reviewing their effectiveness.
- Supporting the Headteacher in adhering to statutory guidelines regarding discipline and behaviour.
- Offering advice to the Headteacher about particular disciplinary issues.

## Rewarding Positive Behaviour

We believe in promoting positive behaviour within our school, rewarding those who behave well, follow 'The Golden Rule' and live our school values. A range of reward systems are used to promote positive behaviour depending on learner's age and level of comprehension.

- Verbal praise, smiles and acknowledgement
- Genuine appreciation and recognition
- Celebrating achievement within the class or visiting another teacher/ Headteacher to celebrate achievement
- Dojo points, available for parents to view at home
- Stickers, praise postcards, certificates awarded in class
- Written comments as feedback in response to children's work
- Weekly Headteacher awards and Star of the Week certificates awarded in weekly whole-school worship
- Positive reports to parents/carers through end of day discussions, praise postcards, dojo messages and phone calls
- Celebrating achievements outside of school through inclusion in our weekly worship

## Minimising and Responding to Unacceptable Behaviour

Every year we re-set the expectations with our learners, we remind them of the expectations and 'The Golden Rule'. As a class we explore what these expectations might look like in our classrooms at an age appropriate level. We regular review and remind learners of our consistent expectations throughout the school year.

See appendix for further details.

## Supporting Individual Learners in Improving their Behaviour

For some learners, we recognise that this system will not be sufficient to meet their needs. We recognise that all children can develop and exhibit vulnerabilities at any point in their development. At this point we respond rapidly and proactively, undertaking a detailed assessment of their needs and implementing bespoke provision to help them to both manage their behaviour and overcome the vulnerabilities they are showing. We engage parents and carers as part of the decision making process and work together to support learners through these difficult transitions.

Learners requiring this level of intervention will have an agreed positive behaviour plan and this supersedes the 'Golden Rule' system, until such time as these learners' needs are met and they can be reintegrated into the whole school mechanisms.

### For learners this includes:

- Comprehensive review and assessment of individual needs
- Personal Learning Plan/ Individual Behaviour Plan targets
- Behaviour targets (which should focus on children being set good examples and following positive behaviours. Therefore, any behaviour targets need to be set positively)
- One to one support from teachers and other adults in school to reflect and modify disruptive behaviours
- A range of intervention mechanisms in school and from other agencies, e.g. SENSS, Behaviour Support Service, Barnardos, LST
- Modified timetables (as a last resort to prevent permanent exclusion).

### For parents /carers this includes:

- Regular dialogue with class teachers
- Home/school agreement
- Home/school journals/communication books/reward charts
- Team around the Child Meetings
- Referral and support from external agencies e.g. HOPE, Positive Parenting Support, Family Support Team, Staffordshire Parent Partnership

### For staff includes:

- Peer support
- Behaviour Hierarchy Procedures
- Inclusion Leader, Senior leadership team and Headteacher support
- Continuing Professional Development opportunities

## Links to other policies and legislation

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All children have the right to attend school free from fear. Please refer to the school's Inclusion, Child Protection and Anti-Bullying Policies.



All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996; The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to others, or if a child is in danger of hurting him/herself. The actions that we take are strictly in line with government guidelines on the restraint of children. For any individual pupils where the need for physical restraint is a possibility, an individual risk assessment will be completed.

As a last resort, pupils may be temporarily suspended or permanently excluded from our school. The decision to exclude a pupil will only be taken in the following circumstances: (a) In response to a serious breach of the school's Behaviour policy or (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil themselves. Please refer to the school's suspension and exclusion policy.

## **Monitoring**

This policy will be monitored in the following ways:

- Discussion at staff meetings
- Inclusion of associated questions on staff, pupil and parent questionnaires
- Record of comments from visitors to the school
- Behaviour focused learning walks around school
- Review of behaviour records
- Headteacher Reports to LAC and the Trust Board

The Headteacher, supported by the school leadership team, monitors the effectiveness of this policy on a regular basis. They also report to the local academy committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of poor behaviour, these include classroom and lunchtime incidents as well as parental concerns and investigation reports of behaviour incidents which have been reported to the school via a third-party (eg. parent). These records are regularly reviewed to identify learners in need of additional support and to review the effectiveness of the school's practice in supporting learners to behave well.

## **Dissemination and Review**

The Mid-Trent MAT Board of Directors reviews this policy every 2 years. The Board may, however, review the policy earlier than this if the government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved.

Policy reviewed on 10.09.2021 by Alison De Ste Croix, Headteacher

Policy presented and approved by the CEO September 2022

Policy due for review on, or before, 20.12.2023



# Colwich CE Primary School



***In God's Name, We Learn to Love, Love to Learn, Learn for Life***

At Colwich Church of England Primary School, we believe that every child matters and work hard in partnership to ensure the best possible outcomes for each individual child. We strive for continuously high standards of behaviour, whilst endeavouring to preserve and share important values which are intrinsic to our school. Our behaviour policy is designed to reinforce and promote positive behaviour and support children who have made poor choices in their behaviour.

One of the crucial factors when dealing with behaviour is a consistent approach. It is essential that children acknowledge what is acceptable and are aware that staff will praise positive behaviour, whilst dealing with negative behaviour appropriately. Children need to know that there is a consistent form of response, particularly as for some children, school may be their most stable environment.

Children at Colwich School are aware from a very early age in the Foundation Stage, that they have a choice when it comes to behaviour. They are encouraged to make 'good' choices.

As a church of England School, we follow the Golden Rule:

*So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets. (Matthew 7:12).*

We do this through 3 key rules, known as:

## **The Colwich Way**

**Be kind**

**Be respectful**

**Be ready for learning**

## Rewarding good behaviour

	Steps	Actions
1	<b>Daily Positive praise</b>	A quiet word, a smile, wink, thumbs up or nod Award of a Class dojo A quick word with a parent or carer at the end of the school day or a Class Dojo message A written comment on pupil's work A visit to another member of staff or Headteacher to share positive behaviour
2	<b>Weekly</b>	Teachers celebrating work of the week (including presentation, star of the week, values, achievements outside of school and special mentions in celebration assembly or on the school newsletter)
3	<b>Bronze award</b>	Once children have received 50 Dojo points, they will be awarded a bronze certificate and badge from the Head teacher during our celebration assembly.
4	<b>Silver award</b>	Once children have received a further 50 Dojo points (100 in total), they will be awarded a silver certificate and badge from the Head teacher during our celebration assembly.
5	<b>Gold award</b>	Once children have received a further 50 Dojo points (150 in total), they will be awarded a gold certificate and badge from the Head teacher during our celebration assembly.

## Supporting those who have made poor choices

	Steps	Actions
1	<b>Reminder</b>	A reminder of the Golden Rule and Colwich Way (kind, ready, respectful) or the requirement (I needed you to....) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	<b>Caution</b>	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the expected behaviour. Affective statements during this stage: <b>Behaviour</b> Be specific about what behaviour is not acceptable. <i>'When you...'</i> <b>Impact</b> Be specific about why the behaviour is not acceptable. Use <i>'I feel'</i> to model emotional literacy. <b>Need</b> Be specific when giving an alternative behaviour. <i>'What I need is for...'</i> <b>Request</b> Ask children if they are able to meet your expectation. <i>'Would you be prepared...'</i> or <i>'Is that something you could do for me?'</i> *Should a child have been injured move straight to Step 4
3	<b>Last chance</b>	Speak to the child privately and give them the final opportunity to engage. Offer a positive choice to do so (as above) and refer to previous examples of good behaviour. Remind children of potential consequence of time out if the unacceptable behaviour continues.
4	<b>Time out</b>	Time out might be a short time out outside the room, or off the playground, in a safe space.

		<p>It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.</p> <p>On return to the classroom or playground, the child will take part in a <b>WARM</b> conversation by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.</p> <p>Use the '<b>WARM</b> Conversation' model below.</p> <p><b>What happened</b> (leading up to, during and after)</p> <p><b>Affected who and what</b> (how has it affected people's feelings)</p> <p><b>Repair</b> (How/when can this be repaired?)</p> <p><b>Moving forward</b> (How can we prevent this in the future? Is there anything we can provide or offer to prevent a reoccurrence.)</p>
5	Repair	<p>For more serious incidents – follow the below.</p> <p>Depending on the incident parents may be invited in.</p> <p>Arrange a meeting. The meeting can be formal or informal and will be held once events have settled and the child is calm.</p> <p>The first question should be:</p> <ol style="list-style-type: none"> <li>1. <b>What happened?</b> Staff will always speak to more than one individual.</li> </ol> <p>Five further questions are enough. Choose from the suggestions below to try. As you address each question together remember that in between your truth and their truth is THE truth.</p> <ol style="list-style-type: none"> <li>2. <b>What were you thinking at the time?</b></li> <li>3. <b>What have you thought since?</b></li> <li>4. <b>How did this make people feel?</b></li> <li>5. <b>Who has been affected?</b></li> <li>6. <b>How have they been affected?</b></li> <li>7. <b>What should we do to put things right?</b></li> <li>8. <b>How can we do things differently in the future?</b></li> </ol> <p>The Restorative conversation will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future.</p>
6	Pastoral support programme	<p>A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals.</p>