

# St John's C of E Infant School

## Behaviour for Learning Policy

St John's is a place where we can grow as life-long learners, understand the value of trusting friendships, show thankfulness and compassion to others and can make mistakes, knowing that we will be forgiven. We can both find peace and become peacemakers in the knowledge that we are all treasured and loved as precious children of God.

<b>Date policy was last Agreed by Staff:</b>	April 2022
<b>Date policy was last agreed by Governors:</b>	April 2022
<b>Next Review:</b>	April 2024

We believe that the school has a central role in the children's social, moral, spiritual and cultural development just as it does in their academic achievement. As a Christian school with Christian values we strive to show all children that they are loved, valued and treasured as children of God. We acknowledge that everyone has a right to be treated with kindness and respect. Therefore, we expect everyone who attends St John's to show respect, consideration and regard for the feelings and needs of each other.

Good behaviour is necessary for effective teaching and learning to take place. High standards of behaviour are an expectation in all areas of school life. We believe that this can be achieved through a shared vision and philosophy by all adult members of the school community.

### Aims and Objectives:

The school promotes good behaviour by providing:

- A clear framework of expectations agreed by the whole school community
- A clear and consistent approach to behaviour management both in and out of the classroom
- A mutual respect between all members of the school community
- A secure environment
- A high quality learning environment to challenge, stimulate and enthuse

### Implementation:

In order to achieve the above aims:

- Demonstrate our values in our daily work and play.
- Ensure the induction of new members of staff is carefully planned
- Ensure parents are made aware of the school's expectations
- As children progress through the school, they are expected to take greater responsibility and to provide good models of behaviour to younger children
- When children enter school in the morning they are expected to be purposefully occupied and behave accordingly
- All members of the school community (including parents) need to demonstrate high expectations of good behaviour and show care and respect for each other
- Staff and parents to communicate regularly
- Teachers to plan appropriately to meet children's needs and always to ensure challenge in each activity or task
- Whole school behaviour system and policy
- Each class displays a copy of our rainbow rules which we use to help us live out our values. They are discussed and reflected upon regularly as well as if and when needed.
- All staff to use the school's behaviour system using the 'sun, rainbow and thinking cloud'
- At lunch time the midday supervisors will inform the class teacher of any incidents and ensure accurate records are kept in the accident or incident books

### **Frequent Use of Praise:**

Praise can be given in many ways through:

- A quiet word or encouraging smile
- A written comment on pupil's work, either in general terms, 'well done', or in a more detailed way, picking out specific points or ideas which give pleasure
- A visit to another member of staff which may include the subject leader relevant to that area of the curriculum, or the headteacher
- A public word of praise in front of a group, a class, a year or the whole school
- A public acknowledgement by presentation at our 'Celebration Assembly' or by giving some special responsibility which could be within the classroom:
- Displaying a child's work
- Star learner/ headteacher's award stickers
- Marvellous Me awards – is a form of electronic sticker sent home to the parents to explain what the child has done well at.



### **Staff Responsibilities:**

#### **We expect all staff to:**

- Recognise and promote good behaviour
- Be good role models
- Have high expectations of behaviour
- Treat all children fairly and with respect
- Raise children's self-esteem and celebrate achievement
- Create a safe, secure and pleasant environment
- Provide a challenging, interesting and appropriate curriculum
- Reward positive behaviour and implement sanctions when necessary
- Have a consistent approach (Use the schools behaviour system)
- Notice and respond if children are having difficulties academically or emotionally
- Form a good relationship with parents/carers
- Recognise individual strengths, skills and abilities
- Support other staff when dealing with behaviour issues

### **Children's Responsibilities:**

#### **We expect children to:**

- Have high expectations of their own behaviour
- Move sensibly and quietly around the school
- Speak politely to everyone
- Show respect for others
- Be tolerant of and respect other pupil's cultures and backgrounds
- Avoid fights or arguments but ask an adult for help
- Accept responsibility for their own behaviour
- To apologise if necessary
- Accept the apologies of others

### **Parents' Responsibilities:**

#### **We expect all parents and carers to:**

- Be aware of and support all school rules and expectations
- Ensure their child/ren attend school daily
- Ensure their child/ren arrive at school on time and are collected promptly
- Support their child in all areas of school life
- Encourage their child to behave appropriately at all times
- Encourage independence and self-discipline
- Inform an appropriate member of staff of any difficulties that have arisen for their child/children.

On very rare occasions it may be possible that a child needs to be physically restrained. It is vital that all staff and parents know and understand the school position in such cases. Please refer to The Physical Intervention/Restraint Policy that will help to clarify the situation.

## **Dealing with Inappropriate Behaviour**

### **Sanctions:**

#### **Low level-**

- Talk together when calm in a quiet area; we use the emotional coaching model (appendix 2) to encourage the child to recognise, label, limit and problem solve.
- Time out – quiet time on their own in an agreed area to allow time to cool/calm down to avoid incidents and before discussions.
- In the majority of cases class teachers will catch the parent at the end of the day or ring them to discuss the incident with them.

#### **Medium level-**

- The child/children may speak to the teacher or headteacher, they will talk to the child using the emotional coaching model (appendix 2) about their behaviour to encourage the child to recognise, label, limit and problem solve.
- The child may be given space within class where they can continue to work but alone (single table.)
- Where there has been unusually poor behaviour or on-going poor behaviour the teacher contacts parents having informed the headteacher.
- Records of behavioural incidents are kept in the incident log to monitor events looking for patterns or repeated offences. Should it be deemed necessary to support an individual child individual behaviour logs are kept (ABC'S) and monitored by the SENDCO/headteacher.

#### **High level -**

- If there are any racial, sexual harassment, child on child or repeated incidents, they are referred to the headteacher and incidents must be logged in the incident book kept at the office.
- The headteacher will talk to the child/children when calm in a quiet area; we use the emotional coaching model (appendix 2) to encourage the child to recognise, label, limit and problem solve.
- The headteacher will speak with the parents concerning any incidents and a plan put in place to monitor and prevent these incidents from happening again. The SENDCO may also be involved where appropriate.

**At St John's all staff aim to praise publicly and reprimand in private, reinforcing the benefit of positive praise.**

### **Exclusions:**

The school makes every effort to manage a behaviour problem so that a child stays in school. However, in the last resort, a fixed term exclusion may be necessary. In these cases, the child and the child's parents will be informed that day of the action leading to the exclusion. Governors and the Inclusion Officer will be informed. Work is provided for the duration of the exclusion. An appropriate action plan to address the needs of the child will be drawn up by the headteacher in consultation with the class teacher, the child, the parents and the Special Educational Needs Co-ordinator before the child returns to school.

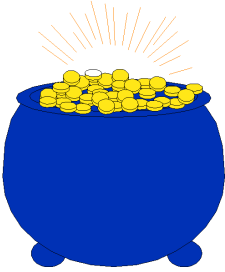


In the case of a permanent exclusion, procedures are followed as detailed in the Surrey County Council Guidance. [Permanent exclusion and suspension from school](#)

### **Equal Opportunities:**

The school provides an environment in which everyone feels valued and are given the opportunity to develop their full potential as caring, responsible members of the community. (Equal Opportunities Policy)

## Appendix 1

### Behaviour for Learning Symbols

 <p>Pot of Gold</p>	<p><b>Outstanding Behaviour</b></p> <p>Given a certificate</p>	<ul style="list-style-type: none"> <li>• Demonstrating our Christian values consistently</li> <li>• Exemplary role model in and around school</li> <li>• Meets and greets adults and visitors at our school politely</li> <li>• Greets adults and friends by their names</li> </ul>
 <p>Rainbow</p>	<p><b>Good Day</b></p> <p>Acknowledged for very good behaviour by class teacher</p>	<ul style="list-style-type: none"> <li>• Listening very well</li> <li>• Good eye contact</li> <li>• Responding to instructions</li> <li>• Sitting still</li> <li>• Being polite and respectful to others</li> <li>• Being a caring and considerate talk partner</li> </ul>
 <p>Each day is bright and new Let's see what learning we can do!</p>	<p><b>Ready to Learn</b></p> <p>Acknowledged for good behaviour by class teacher.</p> <p>Everyone starts the day here, everyone gets a fresh start each day.</p>	<ul style="list-style-type: none"> <li>• Listening well</li> <li>• Good eye contact</li> <li>• Responding to instructions</li> <li>• Sitting still</li> <li>• Being polite</li> <li>• Kind and thoughtful talk partner</li> </ul>
<p>Thinking cloud</p>	<p><b>Thinking about It</b></p> <p>Another chance given to follow expectations            ↓            Repeated behaviour            ↓            Isolation within the classroom            ↓            Repeated behaviour            ↓            Removal of privileges</p>	<p><b>Low Level</b></p> <ul style="list-style-type: none"> <li>• Behaving in an unfriendly way towards another child and excluding others</li> <li>• Talking out of turn, calling out</li> <li>• Disturbing/ disrupting the learning of other children</li> <li>• Being off task</li> <li>• Not telling the truth</li> </ul>



Rain cloud

**Extremely Disappointing Behaviour**

Immediate removal from classroom and referral to Headteacher



Meeting/conversation with parents



Removal of privileges

**Mid/High Level**

- Ignoring instructions
- Not respecting school equipment
- Speaking disrespectfully
- Behaving disrespectfully
- Continuing to disturb the class
- Continuing to call others unkind names
- Continuing to break rules

**High Level**

- Intentionally hurting others
- Fighting
- Physically hurting others
- Continuing to ignore instructions
- Continuation of inappropriate behaviour
- Headteacher to talk to parents

## Appendix 2

### Emotion Coaching styles



**Disapproving**  
Low Empathy  
High guidance

**Emotion Coaching**  
High empathy  
High guidance

**Dismissive**  
Low empathy  
Low guidance

**Laissez Faire**  
High empathy  
Low guidance

## Emotion Coaching

What Zone Are You In?			
Blue	Green	Yellow	Red
Sad Tired Bored Anxious Down	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad Angry Mean Selfish Upset Out of Control

### Step 1 - Recognising the child's feelings and empathising with them.

What are the behaviours? What is/are the feeling(s) (This stage is about assessing the situation)

### Step 2: Labelling and validating the feelings

#### Labelling

- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective
- Use words to reflect back the child's emotion and help them to label the emotion.

"You seem angry to me"  
"I can see you're feeling angry"  
"I can tell you are angry..."  
"The way you are feeling is making you angry"  
"You're angry about..."  
"You look kid of angry..."

#### Empathising

**- validating**  
Affirm and empathise with the emotion, allow to calm down

"I'm sorry that happened to you, you must feel very"  
"I can see that you get angry when that happens/when I do this"  
"I would feel angry if that happened to me"  
"I would feel angry too"  
"That would make me angry"  
"I understand why you are angry"  
"It's normal to feel angry about that"  
"It's OK to feel angry about that"

### Step 3: Limit Setting (if needed)

- Separate Emotion from the Behaviour
- Clarify what is an acceptable expression of emotion (i.e. behaviour) and what is not – set the limit
- Allow to calm down

".....it's not OK to behave like that"  
"that behaviour is not acceptable"  
".....the rules are that we do not..."  
".....these are the rules that we have to follow"  
"..... doing that is not OK...."  
".....behaving like that is not helpful"

### Step 4: Problem Solving

#### a) Exploring

- Exploring the feelings that give rise to the problem/behaviour/situation – be specific.
- The child might need to think about what they were trying to achieve with their behaviour, what did they want to stop or start.

"How were you feeling when that happened?"  
"What did it make you feel like?"  
"Have you felt that way before?"  
"What were you trying to achieve by....."

#### b) Problematising

- Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions
- Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

"Let's think of what you could have done instead"  
"Can you think of a different way to deal with your feelings?"  
"I can help you to think of a different way to cope"  
"Can you remember feeling this way before and what you did"  
"Have you thought about doing this instead?"

#### c) Solutions

- Agreeing possible solutions – scaffolding suggestions where appropriate

"Try and do this next time you feel like this"  
"Let's decide what you will do next time you feel like this"  
"Do you think doing that would be more helpful for you and others?"



Feeling	Common Signs	Physical Signs	Thoughts
5	Very angry, shouting, crying	Red face, hot skin, clenched fists, clenched jaw, furrowed brows	Thoughts of revenge, thoughts of hurting others, thoughts of being unfair
4	Very angry, shouting, crying	Red face, hot skin, clenched fists, clenched jaw, furrowed brows	Thoughts of revenge, thoughts of hurting others, thoughts of being unfair
3	Very angry, shouting, crying	Red face, hot skin, clenched fists, clenched jaw, furrowed brows	Thoughts of revenge, thoughts of hurting others, thoughts of being unfair
2	Very angry, shouting, crying	Red face, hot skin, clenched fists, clenched jaw, furrowed brows	Thoughts of revenge, thoughts of hurting others, thoughts of being unfair
1	Very angry, shouting, crying	Red face, hot skin, clenched fists, clenched jaw, furrowed brows	Thoughts of revenge, thoughts of hurting others, thoughts of being unfair

