



# SIR ROBERT GEFFERY'S PRIMARY SCHOOL

**A School for Enthusiasts**

*Where we 'live life in its fullness' (John 10.10)  
Knowing that God is our strength and with  
His help we will be the best we can*

## Behaviour for Learning Policy

**Approved by:** E. O'Hara **Date:** March 2022

**Last reviewed on:** June 2022

**Next review due by:** March 2023

## **Rationale**

Sir Robert Geffery's School is a School for Enthusiasts where we 'live life in its fullness'. Good discipline is an essential pre requisite for good learning. At Sir Robert Geffery's CE School, we believe that each child has a right to the best education which can be provided in a partnership between school, parents and the community. We therefore aim , through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential.

Sir Robert Gefferys School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- ✓ Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- ✓ Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- ✓ Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

## **Key Features of Promoting Positive Behaviour.**

- Positive atmosphere based on a sense of community and shared values.
- Effective support and leadership from the Headteacher and senior management.
- An appropriate and effectively delivered curriculum for all pupils.
- The promotion of mutual respect, self discipline and social responsibility.
- All pupils have the right to expect that they can fulfil their ambition through inclusion in education.
- Schools and other organisations / agencies have a responsibility to assist pupils to achieve their full potential.
- Pupils and their families need to participate in finding solutions to problems in conjunction with relevant agencies.

## **Aims**

- We aim to put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become the norm. We will avoid, where possible, giving attention to negative behaviour.
- We aim to involve staff and pupils in determining school and classroom rules.
- We aim to involve parents in supporting the development of a whole school approach to promoting personal behaviour.
- We aim to encourage all children to realise that they each have a part to play in the life of the school.
- We aim to foster a more positive attitude to learning in pupils by recognising and regularly rewarding good work, good attitudes and behaviour.
- We aim to encourage excellence in pupils' performance and behaviour by praising pupil achievement and attainment in all their experiences.

- We aim to give pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.
- We aim to encourage staff to adopt a consistent approach to classroom management.
- We aim to secure the orderly atmosphere necessary for effective teaching and learning to take place.

**This policy is based on advice from the Department for Education (DfE) on:**

- Education Act 1996
- Education Act 2002
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(latest version\)](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

**This policy operates in conjunction with the following school policies:**

- PSHE (Personal Social Health Economic) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

**In addition, this policy is based on:**

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

**Importance of a Quality Learning Environment.**

Children are much more likely to behave well if school is a positive and worthwhile experience. At Sir Robert Geffery's CE School, we will give the children the best education possible and make learning as much fun as possible. The curriculum we provide will be relevant and culturally appropriate. We will create a supportive, creative learning environment where pupils :

- respect school staff
- respect their peers
- are keen to learn and ready to listen

- follow the rules and behave well.

We will do our best to ensure that the quality of learning and teaching is of the highest quality. We will ensure that :

- children are engaged with the task they are set and that teacher expectations for pupils positive behaviour choices are high
- The curriculum is differentiated appropriately to take account of individual learning needs
- Teachers make their teaching accessible and motivating for children by taking account of different interests and range of learning styles

### **Growth Mindset**

At Sir Robert Geffery's School we aim to foster 'Learning for Life', by providing a curriculum and environment that inspires a lifelong love of learning and equips our pupils with the key knowledge and understanding, skills and personal qualities they will need to thrive in a rapidly changing world. As part of this we are committed to developing a Growth Mindset in all members of the school community and encouraging learning behaviours that support this.

A Growth Mindset says:



### **Celebrating and Rewarding Good Behaviour.**

Rewards are more important than sanctions in our behaviour policy. We believe that good behaviour should be recognised and rewarded. The staff at Sir Robert Geffery's School have agreed to:

- Recognise and highlight good behaviour as it occurs.
- Ensure that children are praised for positive choices of learning behaviour.
- Explain, and importantly demonstrate, the behaviour we wish to see. We will recognise that our behaviour will influence the behaviour of the child.
- Encourage children to be responsible for their own choices of behaviour.
- Reward individual children and groups for making good behaving choices.
- Let parents and carers know about their children's good behaviour.

We use the following strategies to achieve positive behaviour:

- Focus on and modelling of the school Christian Values and British Values
- Appropriate and relevant curriculum for all
- Use of curricular flexibility as appropriate
- The development of Class Charter with pupils becoming actively involved

- The development of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting
- Training for staff in dealing with difficult pupils
- Strong liaison between schools and other agencies
- Pupil Voice through School Council and Learning Forums
- Use of PHSE and class assembly time to address issues as a class
- Friendship Stops
- Extra Curricular Clubs
- Involvement of Parents (e.g newsletters, open days etc.)
- Classroom Rules and class charter as part of PHSE curriculum
- Pride in Environment

### **Our Code of Conduct**

#### **School Rules**

We actively encourage all children to be the best they can in all they do at all times. This includes in their behaviour and respect for themselves and others.

The children know the few school rules:

- ✓ Kind Hands
- ✓ Kind Feet
- ✓ Kind Words
- ✓ Walk quietly on the left
- ✓ Follow the first instruction

#### **Classroom Rules**

Classroom rules are agreed by each class every September and written as their 'class charter' - they arise from discussions in PHSE lessons and from the pupils themselves recognising what is fair and important for their safe and purposeful learning environment. All children participate and these rules are referred to over the year.

#### **Rules for Communal parts of the school** (e.g. Hall, playground, corridors).

1. We help to keep the school tidy. (Do not drop litter - or food when in the dining hall).
2. When inside the building, we walk quietly on the left hand side of corridors at all times.
3. We try to settle arguments peacefully seeking adult support as needed.

The school works on a positive behaviour approach and constantly rewards positive role models and positive behaviour and good learning thus encouraging all pupils to behave appropriately. A strong relationship is developed with the parents and child so that the child's needs can be identified and met from the time they start school.

#### **Rewards** (For good behaviour or work) include:

- Gold cards
- House points
- Sticker / stars / badges
- Class do-jo
- Weekly awards – highlighted names on the newsletter to parents
- Headteacher's Awards
- Speech Day prizes
- Class golden time after filling their 'class jar' following good 'class community' behaviour for learning

#### **Addressing Poor Behaviour Choices**

Occasionally children may forget about the code for good behaviour. Everyone at Sir Robert Geffery's School has agreed to encourage children to follow the code by :

- reminding pupils about the expectations
- noting good behaviour as it occurs
- dealing positively with poor behaviour choices in accordance with agreed policy guidelines.

Children will be made aware of the sanctions liable to come into effect should they break the code of conduct or display continual poor behaviour. Most cases of indiscipline will be dealt with without the need for formal sanctions. There is an increasing scale of sanctions available to the school including fixed term and/or permanent exclusion, but it is hoped that with the co-operation of parents, such sanctions will not be necessary. Incidents are logged on CPOMs and are reviewed daily by senior staff. Outside agencies will be contacted when needed and after consultation with parents.

**Our definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and disrespect towards members of staff or other children

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment including jokes or touch or online abuse (sharing or asking to share inappropriate text or images)
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

**Bullying** is a form of peer-on-peer abuse and is dealt within our separate Anti-Bullying Policy. It is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, online sexual abuse (through sharing or asking to share sexual text or images)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Sanctions increase incrementally as follows:**

- A verbal warning (this might be a 1-to-1 reminder)
- Name on board
- Tick next to name on board indicates missed time from their break whilst reflecting on behaviour choices with the class teacher
- Two ticks on the board mean lost time at lunch time, either completing work through lost learning time, or reflecting on behaviour choices
- Lunch time reflection as above, with the Headteacher or other senior member of staff.

Other strategies that can be used to support improvement in behaviour choices:

- Removing a child from the classroom for a change of environment
- Formal, fixed-term, internal exclusion with parents informed by letter
- Involvement of senior leadership
- Daily or Weekly Log
- Involvement of agencies
- Payment for deliberately damaged stock or equipment.

Parents will always become involved at an early stage if there are concerns about their child's behaviour

**In extreme and very rare circumstances the school may consider :**

- Short fixed-term exclusion
- Longer fixed-term exclusion – consider application to a Pupil Referral Unit
- Permanent exclusion.

Exclusion will only ever be considered after all other possible avenues have been explored and is outlined in the exclusion policy.

### **Application of Sanctions**

It should be noted that staff use their training, expertise and knowledge of each child to apply any necessary sanctions in a way that is supportive towards the child and is centred on the child's (and other children's) best interests. Each child at Sir Robert Geffery's is recognised as an individual, with their own strengths and areas of development and in some cases, staff will need to tailor their approach towards individual need (particularly in the case of some children on the SEND register). If a significant modification of approach is needed towards a child who is displaying consistently challenging behaviour, then the need for a behaviour plan is discussed with the SENDCo and Senior Leadership Team (see behaviour plans below) and if appropriate a plan is drawn up in agreement with parents.

In any incidence of poor behaviour choices, at Sir Robert Geffery's we are always careful to identify and discuss the behaviour displayed, rather than the child as a person (e.g. "You are a good person; your behaviour at that point of time was not good"). The adult giving a sanction, such as a 5 minute reflection at break, will sensitively explain why that sanction has been given and identify the behaviour, despite the warnings given beforehand, that led to it. The reflection process is a supportive one in which the adult leads the child to identify and therefore take the learning from:

- What they chose to do and why this was not a good choice of behaviour
- What impact this behaviour choice had; on them, on others, on learning and or safety and wellbeing
- What they could have chosen to do differently and what they would do next time.

Wherever possible sanctions are completed on the same day. This is particularly important for the very youngest children and children whose needs are such that they are not able to reflect at a later point. If a behaviour incident happens towards the end of the day and this is not possible, the member of staff will explain that they will complete their reflection in the break time (or for serious incidents in the lunch time) of the following day, but that the next day is a fresh start and an opportunity to make all of those positive behaviour choices of which we know that they are capable.

If warnings are given within a session (and for example a written warning is given with the child's name on the board), the start of each new session and therefore each new day is a new start. As a Christian school we expect children, and staff alike, to show the school value of forgiveness and this opportunity to start afresh is very important to our school ethos.

### **Children experiencing trauma or difficulties:**

There is usually a reason if children do not respond to the positive approach and the sanctions outlined in this policy. Parents will always be informed and children will receive support from our TIS and ELSA trained staff. They may have an individual behaviour plan .

### **Behaviour Plans**



These are developed for each individual child's specific needs with our school SENDCo, the class teacher and support staff and parents to identify typical triggers, the child's strengths and areas of challenge and to agree a personalised reward and sanction system. This is to agree an appropriate plan to meet the child's personalised needs.

A TIS or ELSA trained member of staff will also be involved at this point if not before. Support may be offered as appropriate to the family via Early Hub.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain, or 'positive handling', a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort, with the many other distraction and de-escalation techniques used beforehand
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

Staff have received training in 'positive handling' and this is updated following the guidance provided.

### **ANTI-SOCIAL BEHAVIOUR.**

Anti-social behaviour will not be tolerated in any form and will be actively discouraged in all its forms. Our whole school ethos is developed morally, socially, spiritually and culturally, around the principles of safety, equality and inclusion. All members of the school community are involved, adults and pupils alike.

Our ethos is based on positive reinforcement and rewards all pupils to strive to achieve socially and academically.

At times, we acknowledge that there will be some degree of anti-social behaviour, no matter how slight or infrequent. Our procedures aim to respond positively and effectively in a graduated manner.

The Home Office defines anti-social behaviour as:

**Any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life.**

Actions considered to be anti-social:

- Intimidation – Threats or actual violence which causes others to feel scared or worried;
- Vandalism & damage – Causing damage or stealing things that belong to someone else;

- Harassment - Humiliating or embarrassing someone including anything based on race, religion, gender, disability, age and sexuality;
- Verbal abuse – Causing distress by swearing and shouting at, and around others;
- Being inconsiderate - Disruptive behaviour – e.g. spoiling someone’s games; not following the instructions of an adult;
- Being noisy and rowdy - Low-level disruption that inhibits others’ learning or actions;
- Bullying – Persistent, targeted and deliberate actions over time where there is unequal conflict.

### **Partnerships.**

Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not, tackle this responsibility alone. Partnership is the key, and schools can consolidate partnerships by :

- ensuring that parents have full information on the schools curriculum, plus regular progress reports. Parents will be told when things are going well and when they are going badly.

Sir Robert Geffery’s School accepts that children who present challenging behaviour do so for various reasons and the school will address these issues through a joint working approach with other agencies as well as parents. We will attempt to have effective working relationships with Social Care, Educational Psychology and Health Departments in particular to ensure that those children who are particularly vulnerable receive coordinated multidisciplinary responses. We will nominate someone who is responsible for coordinating the work of professionals from different agencies within the overall aims of the school. We shall also have a designated member of staff who is responsible for the care and welfare of looked after children.

### **Monitoring and Evaluation.**

The policy will be reviewed annually and monitored by the leadership team and be taken to Pupils and Admissions Committee when amended.