

*Come as you are and leave as a champion*



THE  
**CREATIVE  
LEARNING**  
PARTNERSHIP TRUST

# Behaviour for Learning Policy

**Manor Hill First School**

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## **Aims of Manor Hill First School**

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*'Inspired to learn, learning for life'*

#### **At Manor Hill**

We believe in our motto of **Inspired to learn, learning for life.**

We seek to motivate all children to reach their potential and be lifelong learners.

*This motto is underpinned by a number of school values: Collaboration, Exploration, Resilience and Creativity*

The school follows the Creative Learning Partnership Trust motto which is **Come as you are and leave as a champion.**

#### **Equal Opportunities**

At Manor Hill First School, we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

#### **Inclusion**

We are committed to promoting learning and teaching environment for all that embeds the values of inclusive educational practices.

We aim to ensure, through a child centred approach, that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

# **The Positive Management of Behaviour**

## **Rationale**

We desire to manage pupil behaviour within all aspects of school based on a shared vision of empowering the whole school community based on mutual respect, kindness and consideration.

We believe that in order for children to become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes.

This policy aims to outline our procedures, all of which work together to create a calm and purposeful learning environment and behaviour for learning.

## **Principles**

In order to achieve our rationale:

We work in partnership with parents to develop a mutual understanding through the School rules so that:

- The management of behaviour is a dual responsibility, within which mutual support is offered.
- Value is placed on promoting and celebrating achievements and positive behaviour in all situations.
- Parents are aware of our expectations.
- Parents are aware of any behavioural difficulties before they escalate.
- We reward positive behaviour.
- We involve children in establishing and discussing rules and consequences.
- We have a consensus of opinion regarding appropriate/inappropriate behaviour.
- We aim to provide an environment in which children are listened to and feel supported, with the confidence to talk to staff about anything.
- We make our high expectations explicit to the children and model them.
- We provide an environment and opportunities which foster positive behaviour from the outset.

- All adult/child relationships in school are based on mutual respect.
- We look beyond inappropriate behaviour to support each child's individual needs.
- We have high expectations of conduct at all times, with children selecting the right choice.
- We welcome the support of outside agencies to support individual children if required.
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

## **Respecting the Rights and Values of the Child**

At Manor Hill First School, we recognise the importance of putting the rights and value of the child at the heart of our planning, practice and ethos. As a school, we teach these values, modelling them on a continual basis.

## **Parental Involvement**

The relationships established with parents ensure that staff are able to discuss children's behaviour on a regular basis. Opportunities arise through daily contact first thing in the morning, collection from the classroom/playground at the end of the day and through parent consultations and meetings. Parents are provided with clear and concise information with all types of inappropriate behaviour documented using an 'Antecedent, Behaviour, Consequence' record.

## **Strategies for Positive Behaviour**

At Manor Hill First School the use of a positive reward system will encourage the positive and appropriate behaviour of our children, at all times. Children work to earn house points both individually and in collaboration in conjunction with our school values. Class teachers also agree individual reward systems for example, table points, stickers, golden activities.

Children are aware of what they can earn in their classroom and how to do so.

At Manor Hill First School we use Emotion Coaching to support sustainable emotional health and wellbeing. This is a specific way of adults interacting with all pupils in school. Emotion coaching has positive benefits on pupil's calmness, pupils' emotional literacy and regulation, pupil's behaviours and pupil-staff trust.

Emotion coaching encourages all adults in a school to look for indicators of low-level negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.

The key steps of emotion coaching are:

- Empathy.
- Labelling and validation.
- Limit-setting (if needed).
- Support with problem-solving.

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

At Manor Hill we recognise that some children may need extra support or incentive to help them in making positive choices. Therefore, class teachers and support staff will work together to create specific and individual behaviour plans for children as and when needed. These will be reviewed for effectiveness continuously and parents will be informed to allow for consistency both at home and in school

### **Appropriate Behaviour in the Classroom is Encouraged by:**

- Making expectations explicit
- Creating individual class charters
- 'We are learning', is the ethos of all classes
- Ensuring that consistent routines are in place for:
  - Entering and leaving the classroom
  - Tidying up
  - Organisation and storage of resources
- Setting clear boundaries
- Praising appropriate behaviour
- Showing respect to children and encouraging them to respect each other and themselves
- Being fair and consistent
- Creating an atmosphere in which all adults and children are valued and respected
- Having a clear system of rewarding appropriate behaviour
- Attempting to focus on positive behaviour
- Ensuring that expectations are explicit through displays, books, assemblies and half termly /ongoing pupil progress meetings.

Roles and Responsibilities: - Class Teachers or Support Staff

### **Appropriate Behaviour in the Playground is Encouraged by:**

Having clear and consistent routines for:

- Entering and leaving the playground
- Responding to the whistle
- Getting out and clearing away equipment
- Regularly reminding children of the established rules and routines.
- Ensuring that all children have equal opportunities to use the equipment
- Adults on duty becoming involved and initiating playground activities
- Playground leaders are used to encourage inclusion of all children

Roles and responsibilities: all members of staff who do playground duty

### **Appropriate Behaviour at Lunch Time.**

- All adults manage lunchtime in a consistent way and are valued
- Ensure safety of children is paramount
- Manage seating arrangements as appropriate
- Having clear and consistent routines
- Modelling good table manners
- Providing playground equipment that helps stimulate and promote positive play.

Roles and Responsibilities: - Supervisory Assistants, Teaching and Support Staff involved in playtime duty and lunchtimes.

### **Appropriate Behaviour Around the School**

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour. The atmosphere around the school must be conducive to learning. Children know 'They are Learning', and use this as reminder to respect other classes. When they enter the classroom they are, 'Ready to Learn'.

## **School Routines**

Staff and Governors have agreed on and put in place the following routines, so that children feel secure in their school day within particular boundaries which impact on positive behaviour.

## **Classroom Behaviour**

- Children should not be in class without a member of staff
- Each class has their own classroom charter on display – to identify classroom behaviour
- School values are promoted and celebrated at weekly assemblies

## **Rewards**

- Rewards are to be decided by the children and the class teacher depending on their age and preference.
- Each classroom has a marble jar for each house to allow children to contribute to rewards in a collaborative way.

## **Sanctions**

If the School or Classroom rules are not followed, then the following sanctions are put into place:

1. Warning by the teacher
2. Second warning of a consequence by the teacher
3. Consequence agreed with the child
4. Behaviour documented on behaviour log
5. Behaviour log shared with SLT who decide on appropriate next step given the context. This may include a phone call home.

If a child demonstrates violence to another child or staff then they are automatically sent to SLT.

All children appearing on the behaviour logs are regularly reviewed and systems and support are put in place to work with the children on specific issues which could be contributing to the behaviour.

## **Exclusion**

Whilst the ethos of the school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour.

At Manor Hill First School we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence. Exclusions both temporary (fixed term) or permanent, are seen as a last resort. However, if behaviour raises issues of safety and well-being to others, then the Head Teacher will follow the exclusion procedures as set out by the Department of Education. Every child at Manor Hill has the right to learn, free from distractions caused by the behaviour of other children.

## **Parents**

If a child's behaviour consistently raises cause for concern, then parents will be invited in to discuss strategies where we in partnership agree to support an improvement in the child's behaviour. The school will follow this system.

The school has updated its recording system further and created more of a clear planned system to monitor behaviour of all children through the use of a personalised behaviour plan..

## **Fire Drill**

A fire drill is held once a term. Fire procedures are displayed in each room and staff are expected to make themselves familiar with them.

## **School Clubs**

Our school behaviour expectations apply to all before and after school provision.

## **Anti-Bullying**

Bullying in any form will not be tolerated at Manor Hill First School. Bullying is the unwanted behaviour towards another person over a period of time. We are committed to incorporating anti bullying messages in all aspects of school life.

## **Online Safety**

The school promotes the highest standard of behaviour in all areas of school life including around online safety. Children are expected to follow the online safety guidelines and to be respectful and uphold the standard of behaviour expected at all time.

The school is accredited by National Online Safety Association and is a Project Evolve School.

Date of introduction: Sept 21

Review date: Sept 22