



# Pinfold Primary

'Learning is our passion'

'Small but mighty!'

## **Behavioural Management and Behaviour for Learning Policy**

Head: Claire Tjaveondja

Chair of Governors: Nicola Jackson

## **Today's children** a poem by Gabriella Mistral

Humankind owes to children the best it has to give  
Their life is fragile  
If they are to have a tomorrow  
Their needs must be met today  
Many things can wait, but not the children  
Now is the time that their bones are being formed  
Their blood composed and their senses developed  
We cannot answer their 'tomorrows'  
Their name is today

### **Rationale**

At Pinfold, we believe in positivity, nurturing and caring. We discuss feelings, actions and behaviours with our children and encourage them to be reflective and give them the skills to make the right choices. We aim to give them the emotional literacy skills they will need to live happy and safe lives caring for others and helping to make the world a better place. **Emotional Literacy** is the term used to describe the ability to put feelings into words, understand, and express those feelings. **Emotional Literacy** involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt. These are not easy skills.

We discuss our expectations of behaviour with staff and the children. We talked about the behaviours we need to ensure our lives at school are happy, inspiring and safe. We used this information to create this system. We promote an environment where children are ready and eager to learn, develop trust and respect for each other and our environment.

Our children are all unique individuals. We treat them fairly and yet in accordance to their needs. Not all sanctions are appropriate for all children and we will treat each case according to need. The guidelines in this policy will be followed where appropriate to do so.

As educators, we know children sometimes engage in rough and tumble behaviour. This will always be addressed but may not always need reporting home. We are in the business of educating children. Children make wrong choices and mistakes. This is how we learn.

"Mistakes are welcomed because that means we are learning. When we make mistakes, our brains spark and grow. Mistakes are not only opportunities for

learning, as students consider the mistakes, but also times when our brains grow, even if we don't know we have made a mistake."

Mathematical Minds Boaler (2016)

### **Children Learn What They Live**\_a poem by Dorothy Law Nolte

If a child lives with criticism

It learns to condemn

If a child lives with hostility

It learns to fight

If a child lives with ridicule

It learns to be shy

If a child lives with shame

It learns to feel guilty

If a child lives with tolerance

It learns to be patient

If a child lives with encouragement

It learns confidence

If a child lives with praise

It learns to appreciate

If a child lives with security

It learns to have faith

If a child lives with approval

It learns to like itself

If a child lives with acceptance and friendship

It learns to find love in the world

To ensure we achieve our aims we will use a checklist when dealing with behaviour as promoted on the government website:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/571640/Getting\\_the\\_simple\\_things\\_right\\_Charlie\\_Taylor\\_s\\_behaviour\\_checklists.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf)

We will remember the checklist:

- *make sure all adults in the room know how to respond to sensitive pupils with special needs*
- *ensure that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly;*

- *carefully follow each stage of the behaviour policy rather than overreacting to poor behaviour; or*
- *simply remembering to stay calm*

**Pinfold Primary School's expectations are:**

- *We always try our best*
- *We always use kind words and actions*
- *We always listen to adults and each other*
- *We always look after our school, environment and everything in it*
- *We are always well mannered and show respect to others*

### **Behaviour for Learning**

Behaviour for learning is a theory that places the development of every child at its core; with positive behaviour comes positive learning. It therefore follows that one of the most important parts of your job is motivating students and managing their behaviour in the classroom thereby creating an atmosphere and ambience that promotes learning. At Pinfold Primary we believe that passionately and strive to ensure our environment is and enabling one.

### **All adults in Pinfold Primary**

Whilst we understand teachers use different tones whilst teaching. For example a raised voice or louder tone when directing children or giving an input or using a really scary loud voice when being a troll, witch or giant.

All staff will remain calm in all situations therefore there is never any reason to raise our voices in anger to a child or other member of staff, or shout.

If at any point an adult does not feel calm, they must tell another adult and ask for support.

### **Willow class: EYFS**

We begin our emotional literacy journey when we meet our parents and find out what our youngest children need, what makes them happy, if they have any special interests or fears. We work closely with parents to ensure we reinforce positive behaviour on a daily basis. Adults model a nurturing, kind and friendly manner. This is something we expect from all adults working at Pinfold Primary School. All kind behaviours and good ideas are noticed and praised. Unwanted behaviours are managed through various strategies, for example, ignoring, if they are for attention. Other children are aware that we ignore bad behaviour. We explain why we do this. For

example, "We are ignoring .....’s behaviour, because it is not appropriate. We will talk to him/her when they chose to do the right thing or they have calmed down."

Good behaviours are demonstrated and reinforced through visual prompts, for example a photo of a child sitting and listening will re-inforce 'good sitting'. Children will be taught to reflect on actions through role-play, using puppets, reading stories, modelling situations and showing children consequences of actions. Children are encouraged to be independent and roles of responsibility are given as rewards. EYFS will achieve leaves and be invited to half-termly Praise Assemblies where awards are given out. Nursery age children do not always attend every day. We will make sure they receive rewards regardless if they are not here full time.

### **Willow: EYFS and Key Stage 1**

In Willow class, we use a range of positive behaviour reinforcement strategies with the children. These are:

We have a '**Wall of recognition**' ( or tree of recognition) where anything a child does that warrants praise can be put on, kind behaviour, trying hard, helping others, a piece of work that they have worked hard on,, a certificate from out of school activities.

We have a '**Smiley Face and Sad Face**' board. This will be used for instant behaviour management.

All children in Willow class are on our smiley face board. Children who have their name on the smiley face will be awarded leaves or do-jos.

The children in class all have their names on the smiley face, however when a child does not follow the school expectations they will be asked if they know what they have done wrong, their behaviour and consequences will be talked through and they will think of how to make things right. If the child continues to choose to do the wrong thing then they will have their name put on the 'Sad Face'.

We aim to have their name on the 'Sad Face' for a short time and we actively encourage them to earn their name back from the 'Sad Face' onto the 'Smiley Face'. This is achieved by showing that they realise they made the wrong choice with their behaviour and then making the right choices, trying their best and being happy and friendly.

Children who are written in the '**Golden Behaviour**' book will receive a reward at the end of the half term. For example, a diary, a golden pencil.

If a child finds this tricky and still makes the wrong choice they will have 5 minutes timeout to reflect on their behaviour and then will have an opportunity to discuss their behaviour with an adult and other children if that is appropriate.

## 'Rock Star' of the week



We use 'Rock Star of the week' to enhance and reinforce our positive ethos. Children receive 'Dojo's'. For example, if a child listens carefully, uses kind words, tries their best, shares with their friends or helps other they will earn a 'Dojo'. The child who collects the most 'Dojos' by Friday afternoon will become 'Rock Star of the week' and they then get to choose a song that the whole class can dance to using the the 'class guitar and sunglasses' props! They then take the guitar and sunglasses home for the weekend and bring back on Monday. Each week the number of 'Dojo's will be recorded and put towards leaves. The 'Dojo's' will then be reset back to zero on a Friday afternoon and children will start collecting new 'Dojos' again from the following Monday.



## 'Boofle Bear'

'Boofle' is our class 'Behaviour Bear' and he encourages the children throughout the week to demonstrate their best behaviour. Each Friday 'Boofle' and his bag of toys go home for the weekend with one child for their fantastically positive behaviour all week in school. They then return 'Boofle' and his bag on Monday.

## Key Stage 2

### **Positive behaviour strategies:**

We have a '**Wall of recognition**' where anything a child does that warrants praise can be put on, kind behaviour, trying hard, helping others, a piece of work that they have worked hard on, a certificate from out of school activities.

Good behaviour will warrant children or tables receiving Dojos. Each class will keep a record of the leaves. For every:

- *50 leaves :a bronze badge, presented at Praise Assembly and a bronze leaf, with their name on it on the tree on the board of recognition*
- *150 leaves : a silver badge, presented at Praise Assembly and a silver leaf, with their name on it on the tree on the board of recognition*
- *250 leaves: a gold badge, presented at Praise Assembly and a gold leaf on the tree, a post card home to parents with the reason*
- *300 will receive a platinum award, a post card home and a leaf on the tree*

(Then the cycle goes back again).

Class teachers/delegated TA's leaders will keep a record of these Dojos on the Teacher drive. The head will use this to organise badges and post cards for Praise Assembly. The team with the most stars will receive the award at the end of the half term as well.

### **Behaviours warranting leaves/Dojos:**

- trying our best
- using kind words and actions
- listening to adults and each other
- looking after our school, environment and everything in it
- being well mannered and showing respect to others
- learning something new
- turning their bad behaviour around

Children who are written in the 'Golden Behaviour' book will receive a reward at the end of the half term. For example, a diary, a golden pencil.

### **Traffic Light System:**

All children's names are on the green at the beginning of the day, every day is a new chance.

If a child makes the wrong choice (\* see below) in class they will receive a verbal warning.

If they make the wrong choice again, their name will go on the amber.

If they change their behaviour and make the right choices for the rest of the lesson (providing there is a substantial time left (more than 15 minutes before playtime) they can have their name removed from the amber.

If a child continues to engage in the same behaviour a child's name will move to the red.

If a child's name is moved to the red, they will miss their playtime.. The staff member completing a slip of paper and noting down in the 'Behaviour Book' what happened will inform the child's parents. The book will be kept in the Head's office. The paper will be handed to a parent or after school club at the end of the day. This should be signed that it has been received.

Sometimes a behaviour will warrant a child going straight to the red.

### **Behaviours warranting their name going on to the amber:**

- Being rude, e.g. answering back
- Disturbing a lesson, e.g. chatting

- Disrespecting property
- Continually not doing their best

### **Behaviours where a child will go straight to red:**

If a child sets out to hurt someone, either physically or emotionally

### **Persistent Red Behaviours:**

Behaviour will be monitored and other strategies will be put in for those children. Each set of strategies will be specific to individual children. For example, we will speak to the parents and work with them on sanctions at home. We will consult outside agencies and professionals for their advice. We can then develop specific strategies for all staff and parents to use with the child.

### **Exceptions:**

Some children have TLP's for behaviour management. Red Slips home will not have a positive impact on these children. These children will have separate strategies for their behaviour for example, given time to use their strategies to calm down and then reflect. There is no one fix for every child and if staff are in doubt of a consequence please check with their line manager before issuing a sanction.

### **Out of School Club: Breakfast Club and After School Club**

We have high expectations of children's behaviour in after school club whilst still being less structured and a time for children to unwind a little after a long school day.

Children must not walk around with food.

***Breakfast Club and After School club follows the same behavioural procedures as the rest of the school and the same sanctions.***

### **Dinner times:**

It is the responsibility of the lunchtime supervisors to manage the behaviour of the children. This should be achieved by following exactly the same procedures as the rest of the school and set out in this policy. Sessions must be managed so that staff are with children and responsible for what is going on.

Staff must be aware of where they are standing- do you have your back to the children when giving out food? Can you see behaviours as they are about to happen?

Arrange yourselves so you can scan the room and playground at all times when dishing out food or engaging in play with the children on the playground.

Children will remain seated when eating; they will not throw/drop or mess with food.

When children are sitting and eating sensibly, lunchtime staff must notice this behaviour and praise the children, 'Good sitting.... Well done, you are setting a brilliant example. 5 dojos.'

Lunchtime staff must expect respect, for example, children should say please and thank you and not talk with their mouth full when answering a member of staff. Children must be reminded when they do not and praised when they do. 'Nice manners...'

Children must not walk around with food.

### **Playground Leaders**

WLSF will train staff and children. We will run a club that rotates group of children each day, but the same each week. An area of the playground will be cordoned off. The games will be played on this area and children will not run over it, if they are not invited to the club. Sports Councillors will be responsible for the organising. The children who are invited to carry out the activities each day will play for the whole session to build up resilience and determination. They will not be able to go off when they choose.

Lunchtime staff must ensure a whistle or tambourine is sounded 5 minutes before 1pm so children can tidy away. Adults must not put resources away. Lunchtime staff are responsible to make sure the children tidy the resources into the shed.

### **Communication Home**

Parents can be confident we always follow school policy and procedure. Poor behaviour will be addressed according to policy. It is unlawful for anyone in school to discuss another child or another child's behaviour with a parent. Nor will we divulge sanctions.

Early Years practitioners generally speak to parents on a daily basis chatting about how their children are getting along. When they are two, there will be a 'Two Year Old Check'. This is a meeting where you can discuss your child's progress.

All children will receive a termly Parents Evening and an end of school report home.

Any behavioural celebrations or issues will not be saved up for those meetings. We send home postcards to let you know when your child has made great achievements and if there are any issues, we will inform you through the slip below, or if we see you at the end of the day, we will let you know. This behaviour will be recorded in our Behaviour Log. If we need a meeting to plan a way forward we will do so. Please only send the slip below back if you feel you need a follow up meeting from the incident, or give us a ring. We will never discuss your child with another parent. If an incident occurs with more than one child, we will say 'another child'. We realise the children themselves may tell you 'who did what' but this is a small family school and we need to keep confidentiality to ensure our children and our lives are safe from finger wagging and blaming. We are sure you understand and will help us in this matter.

At any point if you have celebrations or concerns, please inform school immediately. We need to address issues as they arise so we can make things better. If your child achieves a swimming certificate or any other achievement outside of school please send them in and we can show them off in class, at Praise Assembly or add a photocopy to their 'All About Me' book.

\_\_\_\_\_ has made the wrong choices today in school. The issue has been dealt with and resolved. \_\_\_\_\_ will miss \_\_\_\_\_ of their playtime because

\_\_\_\_\_

\_\_\_\_\_.

If you need any further information, please do not hesitate to contact us for a meeting.

Staff: \_\_\_\_\_ Date: \_\_\_\_\_

Although we do not expect this at Pinfold, for any extreme behaviours: racism, radicalisation, violence or bullying, either with children, staff or parents, if this occurs or when using for example, reasonable force, confiscation of inappropriate items, we would refer to *Government Guidance* and adhere to laws set out in the:

Education Act 1996, 2001, 2011, Equality Act 2010, Schools Regulation 2012

In addition, we will refer to the *Keeping Children Safe in Education* document:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

We will always take advice from our LCC School Advisor and Lancashire Legal Department.

Written by: Claire Tjaveondja and Pinfold Staff 2<sup>nd</sup> February 2020,

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