



'Inspiring Confident Learners, Reflecting Christian Values'

Filey C of E Nursery & Infant Academy Behaviour for Learning Policy January 2020

"Shine as lights in the world and love as Jesus loves us"
(*Philippians 2:15, John 13:34*)

We are a fully inclusive school and this Policy reflects a positive and consistent approach to promoting and teaching Good Behaviours for Learning so that we can ensure that our children are well prepared and ready to make a positive contribution in modern Britain.

At Filey CE Nursery & Infants Academy we believe that the teaching of Good Behaviour for Learning is the responsibility of everyone and we uphold the Bible teaching of "Teach the children how to live and they will remember it all of their lives" (*Proverbs Chapter 22 v: 6*)

Aims

- To uphold our school values of Community, Compassion and Friendship
- Build positive relationships with each other.
- Teach and model good behaviour.
- Model to children how to be thoughtful, kind and polite.
- Reward and reinforce good behaviour.
- Help children to understand how their behaviour impacts on themselves and others.
- Give children every opportunity to learn from their mistakes and make positive changes.
- Work in partnership with children's parents and carers to support all children to behave well.
- Celebrate good behaviour for learning.
- Work in a restorative way using restorative statements and questions.
- Ensure that everyone feels that our school is a happy and safe place for children in which to learn, grow up and achieve.

Our Golden Rules:

These rules are displayed and shared with children in every class throughout school.

- We are kind and helpful.
- We listen.
- We are gentle.
- We are honest.
- We work hard.
- We look after property.

Children are immediately rewarded for positive behaviour during their lessons and at all other times in and around the school.

Friday Celebration Assembly

This is a time to share hard work and positive behaviour. Trophies are awarded for 'Perseverance' and 'Good Manners' by the Headteacher following nominations from class teachers. Each class teacher also nominates a child for a Headteacher's award during Friday Celebration Assembly. Fine Diners are awarded with certificates and prizes for positive behaviour in the dining hall and lunch time monitors are rewarded with a Headteacher's award.

All work achievements can be celebrated at other times too. Children may show their work to other teachers in the school. Verbal praise, subtle thumbs up or other rewards and stickers may also be given.

School Council and PSHCE

Each class in Foundation and KS1 has dedicated time for PSHCE. During these sessions we follow a curriculum which includes SEAL (Social and Emotional Aspects of Learning) programme and any other issues that are causing a concern or are of current national, regional or local importance.

Each Year Two class has an elected School Council representative. The School Council meet regularly to discuss school improvement projects. These are reported back to each class through the minutes of each meeting.

The SENCo and SEN team can offer advice to colleagues in school, sharing good practice and through direct teaching of Emotional Literacy Support (ELSA). Social and Emotional Aspects of Learning (SEAL) is delivered in class.

Lunchtime

Having quality time at lunchtimes to eat, socialise, play and relax is very important.

Some of our children may find this less structured time difficult and can need additional help to feel happy and safe. Playtimes and lunchtimes are organised to proactively reduce incidents of negative behaviour or unhappiness.

Areas of the playground have been developed to support different activities. These may be led by lunchtime staff. An MSA is employed to specifically encourage the following:-

- Help develop friendships.
- Help children resolve arguments and make friends again.
- Provide a quieter, less busy place to play and be calm.
- Model how to play, take turns and share.
- Help children to feel safe.
- Train older children as Play-leaders to help and model play to younger children.

Teachers, TA's and MSA's work together during playtimes and lunchtimes to ensure that all children feel they have a safe and happy playtime and are ready to learn afterwards.

Each indoor lunch club is staffed with at least 1 experienced staff member who allow children to play and relax in a safe environment.

Some children choose to go to a Lunch club, other children may be encouraged to attend as a proactive measure to prevent challenging behaviours, falling out or to develop skills identified.

Behaviour Triangle

Each class displays and shares a behaviour triangle that shows the following steps:-

- All the children in our class are making the right choices.
- Time out area.
- Miss a playtime.
- Go to another classroom.
- Go to see Mrs Crosier.

Persistent low level behaviour issues would result in choosing a quiet time to talk with a child away from an audience. Explain your concerns why you are worried or frustrated and how this affects the learning or happiness of others.

Discuss with the child how things could be put right, and what the consequence might be. Share outcomes with parents if required.

More serious incidents of hurting, bullying, disruption of learning and being unsafe will include discussion with the Headteacher and an opportunity to develop self-esteem or focus on specific targets, listen to pupil voice and work restoratively. All teachers and teaching assistants have had RPI awareness training. There is refresher training every 2 years. Incidents will be carefully monitored by the Headteacher.

Consequences

The Behaviour Triangle is aimed at aiding staff in school to use a consistent restorative fair approach. Children will be able to learn about, share and celebrate good behaviour. Children will also learn about how our reward and consequence system works through assemblies and circle time in class, school council and displays around the school. Every staff member will role model positive behaviours for learning and our Golden Rules and anyone who comes in to school should also model them.

Children will be given opportunities for a fresh start every session. Golden Rules signs, rewards and consequences are displayed in our classrooms.

There will be times when our children will:

- Challenge and question.
- Demand negative attention.
- Respond in a way that an adult would not.

Children are socially and emotionally developing and may not yet have the skills to regulate themselves in the classroom or around school like an adult can. Children may need to be supported to recognise how they and others are

feeling when they behave in a negative way. Children will be supported to make changes to their behaviours, learn how to regulate themselves and, recognise that all actions have consequences and that they must take responsibility for those actions. Each significant incident of negative behaviour will be recorded. We value all God's Children and a child's Special Educational Need or Disability will be taken into account and children will not be disadvantaged because of this.

Reviewed: January 2021

Review date: January 2022