



**'Inspiring Confident Learners, Reflecting Christian Values'**

## Filey C of E Nursery & Infants Academy Behaviour for Learning Policy January 2025

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

### **Aims**

- To build positive relationships between children, families and staff.
- To focus on positive reinforcement using praise as a vehicle to recognise and encourage integrity, politeness and kindness.
- To uphold our school values of Community, Compassion and Friendship

### **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.

### **Roles and responsibilities**

#### **All staff will:**

- Expect the highest standards of behaviour and good manners from children.
- Teach and model to children how to be safe and respectable.
- Work to be an expert in classroom management.
- Rehearse strategies for dealing with low level disruption so that we can become skilled in de-escalating conflict.

- Speak to children respectfully, calmly and always be prepared to listen.
- Praise, reward and celebrate children consistently for their achievements.
- Challenge misbehaviour from children consistently and apply the school rules.
- Engage with children to restore relationships wherever needed.
- Avoid stereotypes and preconceived judgments about children.
- Celebrate culture and diversity within our community.
- Communicate regularly with families and update them on areas of celebration and concern.

#### Class Teachers will:

- Work to create a sense of belonging to a class group and school community.
- Take action to improve poor behaviour.
- Communicate regularly with families of all children.
- Communicate with other members of staff and other appropriate agencies.
- Meet and provide feedback to families.

#### Our SLT/SENCO

- Meet families and discuss concerns and provide support where needed.
- Make referrals and attend regular meetings with various agencies to discuss proactive ways to support children.
- Implement and monitor anti bullying procedures and take action where necessary.
- Support staff development of quality first, wave 1 teaching.
- Work with staff to develop, train and support them when teaching children with additional needs.
- Coordinate support for all children in accordance with the SEND Code of Practice 2015.
- Support teachers in making reasonable adjustments at each stage of the behaviour process for children with SEND.
- Work closely with the pastoral lead to discuss proactive strategies to support children and families.
- Monitor and review the effectiveness of this policy.

#### All children will:

- Behave safely, responsibly and respectfully showing consideration for themselves and others both in and outside of school.
- Follow the school rules and understand why we have them.
- Work positively with all adults and each other.
- Have pride in themselves, their work and their school.

## **Rewards and Recognition**

We believe it is important to regularly recognise and celebrate the achievements of all children who behave well and work hard. We believe that good behaviour is best promoted, developed and encouraged in children by affirming and rewarding the positive behaviour we see our children demonstrate. We have many ways in which we reward and encourage children to make the right choices.

### **Friday Celebration Assembly**

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

### **Star of the Day/Best listener**

Class teachers will celebrate children's achievements and choose the 'star of the day' and the 'best listener' to choose out of the class treasure box at the end of each day.

### **Dojo Points**

In year 2 children use Dojo points to reward positive behaviour and hard work. Children use these points to earn regular rewards.

### **Attendance awards**

At the end of each half term children are rewarded for achieving 100% attendance. They receive a prize and certificate in recognition of this. Every week the class with the highest attendance receives stickers and a box of Maltesers.

## **Social Times**

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 support during these times. Playtimes and lunchtimes are organised to proactively reduce incidents of negative behaviour.

Areas of the playground have been developed to support different activities. These may be led by lunchtime staff. A Midday Supervisory Assistant (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 supports children to play 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.

### **Consequences**

Consequences of behaviour are designed to give children choices. The main role of this approach is to support learning by tackling and dealing with low level disruptive behaviour. If unchecked this sort of behaviour impacts on lessons and children's learning.

All classrooms display the Behaviour Traffic Light system and this is aimed at aiding staff in school to have a consistent restorative and fair approach.



All staff will verbally remind children of conduct that is expected. As well as verbal reminders, children will be given three reminders to correct their behavior before moving up the traffic light system. Children will be given the opportunity to move seating to give them a further opportunity to re-focus. Children will be given opportunities for a fresh start at the beginning of every lesson.

If, despite these multiple interventions, a child continues to show negative behaviour and disrupt learning they will move onto amber. They will then be sent to another class in the same year group to complete their work. After the lesson, a member of staff will have a conversation with that child and discuss what has happened and how this can be avoided next time. The child will return to their own class with a fresh start.

If a child's behaviour continues to escalate then they move onto red on the traffic light system. In this situation the child will be removed from the classroom and work in a quiet space which will give them time to reflect. This allows time and space for them to be away from other children for a temporary period. They will always be supported by an adult to work through incidents with a view to reintegrating them back into normal class teaching as soon as possible. This is a serious sanction and is never taken lightly. Parents are fully informed of this serious sanction. Senior leaders monitor which children are involved in such incidents.

In some circumstances a child might move straight onto red on the traffic light system if the behaviour they display is extremely disruptive or unsafe including both physical and verbal aggression, extreme defiance or rudeness to staff.

### Exclusion

We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to support them to achieve. It is our belief that we always seek to understand what the underlying causes to the behaviour are and recognise that it is often the case that behaviour is a form of communication and we need to look for what are sometimes hidden messages within that.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that there will be occasions and situations whereby exclusion may be a necessary course of action. Where possible we will look to use other strategies but where this is not possible or where other strategies have been exhausted then we will look to implement our exclusion policy.

In the event of exclusion the school will always seek to work in partnership with the parents or carers of the child. It is understood that this will be an emotive issue but it is also an expectation that the school and home will work sensitively and positively in partnership to strive to achieve the best possible outcome for the child. The school will work transparently to ensure that the parents receive effective and timely communication.

For further information, see our school's Exclusion Policy.

### **An inclusive 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 into school should also model them.

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.

### **Reasonable Adjustments**

Reasonable adjustments are positive steps or interventions which the school can put into place to help children. Schools have a duty to make reasonable adjustments so children with special educational needs can access education and other facilities or services at school. School will put in place reasonable adjustments if behaviours presented are a consequence of the child's special educational needs. In this case, an individual behaviour plan will be created and shared with parents/ carers, teaching and learning staff and the child.

### **Zones of Regulation**

To support children's social, emotional and mental health in school, we use the Zones of Regulation. Zones of Regulation is an internationally renowned programme. Self-regulation can go by many names, such as self-control, self management, and impulse control. In addition to addressing self-regulation, the children will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how other people see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

Supplementary Reproducible E for Elementary Ages



## **The ZONES of Regulation**

<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

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Adapted from The Zones of Regulation 2-Storybook Set | Available at [www.socialthinking.com](http://www.socialthinking.com)

### **We aim to help children to:**

- Recognise when they are in the different zones and learn strategies to change or remain in the Zones they are in.

- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different zones- developing empathy.
- Develop resilience.
- Identify a range of calming and alerting strategies to support them. This is known as their toolkit.

Reviewed: January 2025

Review date: January 2026