

Behaviour For Learning

Appendix M

Behaviour for Learning

At Lower Heath CE Primary School, all staff have high expectations of behaviour. As a Church of England school, our vision and whole school Christian Values are at the heart of everything we do and play a key part in establishing our pupils' conduct. We worked with all stakeholders in developing our Christian Values of Thankfulness, Respect, Faith, Love and Fellowship. Our school motto, "Let your light shine!" highlights the talents and positive potential in all of our pupils and how Jesus' attitude can shine through their actions and words.

All classrooms are conducive to high quality teaching and learning with agreed displays which support curriculum subjects. Quality First Teaching approaches ensure all teaching is of a high standard and inclusive to all learners.



ClassDojo

At Lower Heath, we have an emphasis on encouraging and praising good behaviour. Our Class Dojo system rewards children who demonstrate our

school values. All parents and carers are linked with Dojo and are, therefore, included in supporting and understanding good behaviour. In addition, weekly whole school celebration worship recognises children who have demonstrated excellent attitudes to learning and modelled our whole school values.



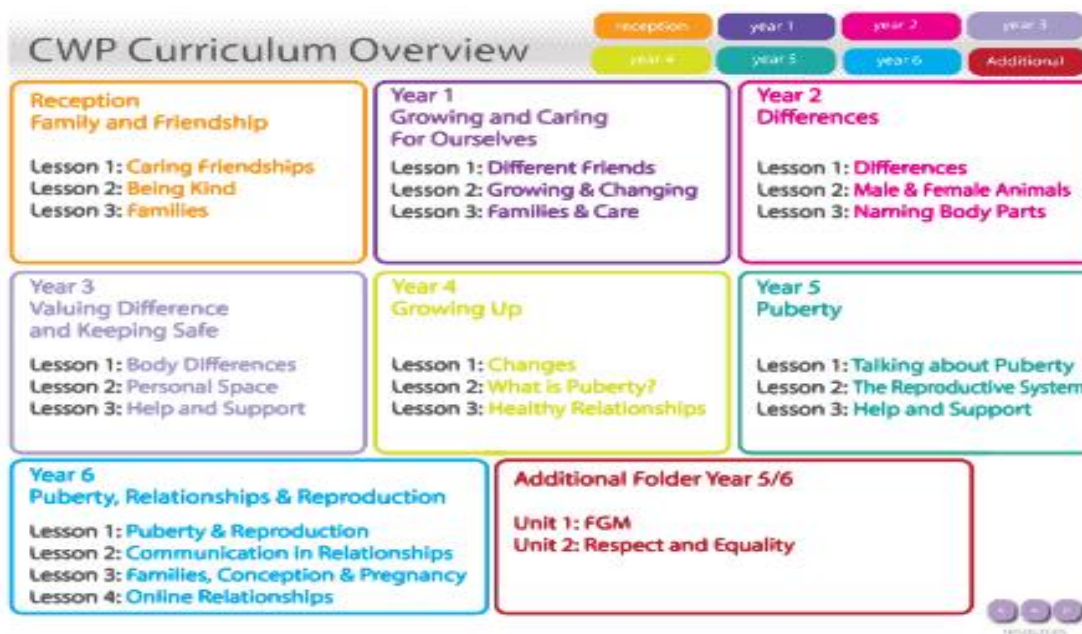
All staff understand that behaviour is a form of communication, that children don't always make the right choices and may need support in regulating their emotions. Teaching learning behaviours reduces the need to manage misbehaviour.

A whole school approach using 'The Zones of Regulation' provides children with strategies to become more aware of and independent in controlling their emotions and managing their sensory needs, guiding them to the 'Green Zone', where optimal learning occurs.

Curriculum



We explicitly teach behaviour through the PSHE Association curriculum which examines three core themes: Relationships, Living in the Wider World and Health & Wellbeing. The PSHE curriculum also builds in opportunities to link to British Values ensuring all our children are rounded citizens and understand the importance of community. The CWP scheme of work is used to teach Relationship and Sex Education.



At Lower Heath C.E Primary, we endeavour to ensure that PSHE is faith sensitive, inclusive and inspiring, enabling children to make responsible and well-informed decisions about their lives. All pupils have a right to an education which allows them to flourish and is set in a learning community where differences of lifestyle and opinion are treated with dignity and respect. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.



Weekly Primary Picture News lessons focus on a current news story to enable children to learn from the world around them and develop respect for other's beliefs, feelings and faiths.

Enrichment

At Lower Heath, our children are encouraged to develop their sense of self-worth by playing a

positive role in contributing to school life and the wider community through opportunities such as the school council, collective worship and sports leaders. Our Courageous Advocacy programme encourages our pupils to become informed about issues that people across the world are facing and to improve their local community. Lower Heath children, staff and parents live the Christian values of love, respect, faith, fellowship and thankfulness by supporting others through a wide range of charity work, supporting charities such as Macmillan Cancer Support, NSPCC, Samaritan's Purse, Comic Relief, Children in Need, and a range of local charities such as local food banks.

Throughout our curriculum, visits and visitors into school expose children to wider life experiences such as visits to the theatre, art galleries and places of worship. KS2 children develop resilience and a sense of community through events such as residential visits, sports competitions and Bikeability.

Recognising Behaviour



We believe that positive recognition of desirable behaviour is more powerful than criticism. Staff will purposefully notice children who are following our Whole School Christian Values and 'Praise in Public (PIP)'.

Thankfulness	Respect	Faith	Love	Fellowship
<ul style="list-style-type: none"> • Demonstrating good manners • Not complaining • Sharing in someone else's success 	<ul style="list-style-type: none"> • Letting others have a turn first • Looking after things • Picking up something from the floor 	<ul style="list-style-type: none"> • Standing up for someone • Forgiving someone who has done something wrong 	<ul style="list-style-type: none"> • Showing kindness to others • Demonstrating patience 	<ul style="list-style-type: none"> • Helping one another • Encouraging others when something is difficult

Children receive 'Dojos' for demonstrating positive behaviour. This is also communicated to parents and carers to support with positive praise at home. Weekly celebration worship award certificates to children who have tried their best in their lessons, have deepened their learning through reading and homework outside of school or have demonstrated our Christian Values.

Children who are not yet able to show they can follow the Core Expectations, are spoken to privately - 'Reprimand in Private (RIP)'. All staff use a consistent approach through our daily routines, classroom management and agreed practices:

EXPECTATIONS

VALUES: remind the pupil of the school values:

"[child's name] remember, at Lower Heath we respect each other. Show me your respect for your classmates by turning around and focusing on the task."

VERBAL: remind the student of the expectation:

"[child's name] remember what I said about the expectations. When I come back, I expect to see you are showing me the appropriate behaviour."

VISUAL: leave a visual reminder of the expectation (e.g. a mark in the child's book):

"[child's name], here is a reminder of what you need to do. I will be back in three minutes to check you are doing what you have been asked or you will need to move seat."

CHANGE

CHANGE SUPPORT: *check the child can access the material:*

"[child's name], I am wondering if you might need some additional support. I will be back to you in three minutes. When I come back, let me know how I can help you.

CHANGE SEAT: *move child to a concentration station:*

"[child's name], I have set up the concentration station for you to work at. Move over to it and if you cannot concentrate there, you will need to move to a different area."

(Class teacher to telephone parents on the same day and record incident on CPOMS.)

CHANGE SPACE: *move child to a time out table in another classroom:*

"[child's name], the time out table has been set up. You have ten minutes there to reset and then we will discuss how to get you back on track."

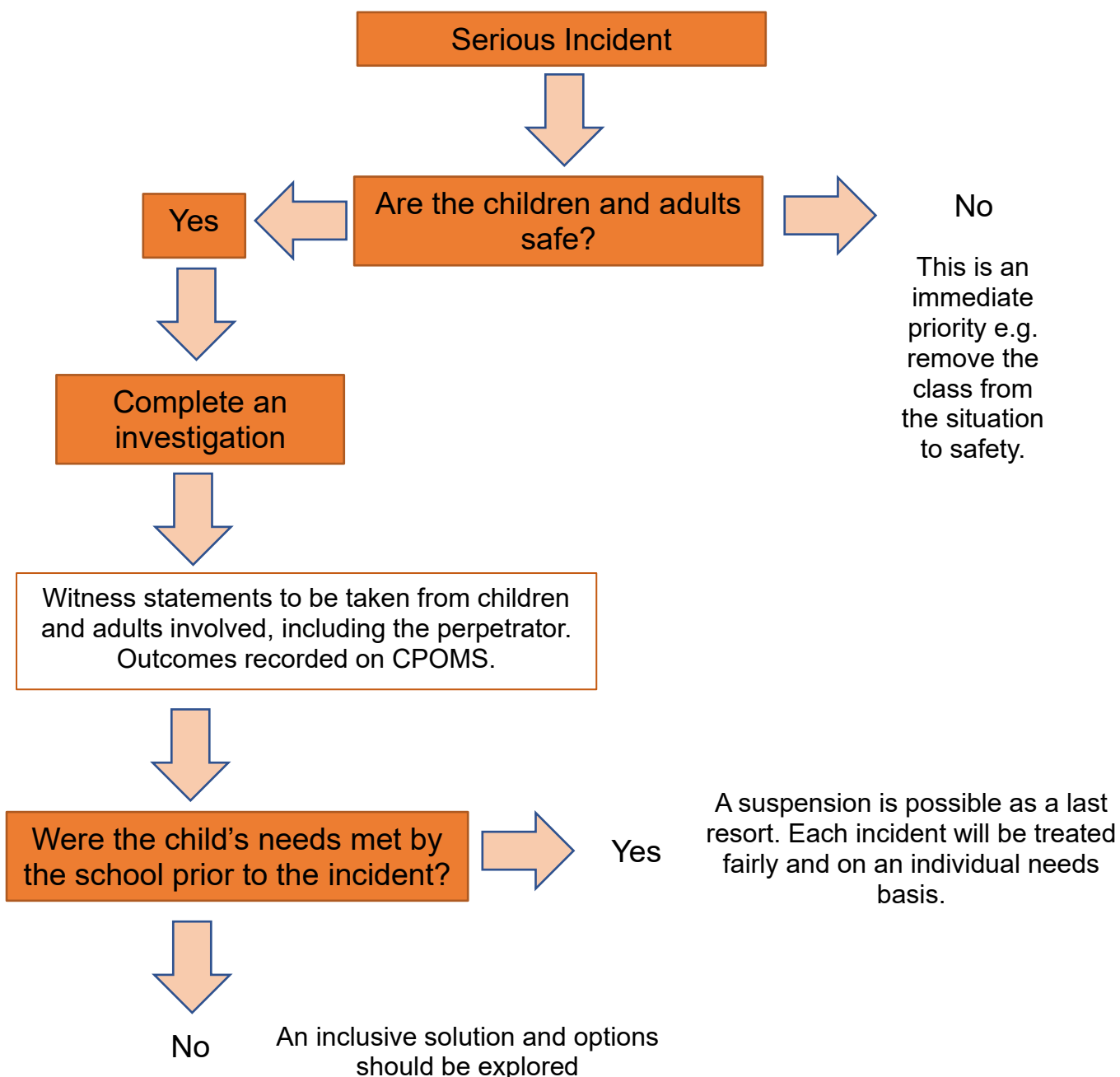
(Class teacher and SLT to meet with parents in person and agree next steps.)

RESPONSE

REMOVAL OF SOCIAL TIME: child's social time spent away from peers. Teacher spends this time conducting a restorative conversation / social story with the pupil.

REQUEST FOR SUPPORT: call for SLT support to facilitate engagement in lesson - THIS IS IMMEDIATE FOR HAZARDOUS BEHAVIOUR.

Same day review to address the needs of the child and staff ready for the next day.



- Options to avoid issuing a suspension:
- A restorative meeting with the child, staff member and/or peers involved
 - Invite parent / carer into school to prepare the child for the consequence
 - Child to spend a fixed period of time with a member of SLT
 - Removal of social time for a fixed period

Support

Appendix P

Support

For most children, verbal praise and recognition of positive behaviour will be enough to support them in being ready to access learning. However, at times, children will face challenges and need additional support to regulate their emotions to manage the demands of the school day, their home life and social interaction.

Our inclusive ethos recognises that different learners need different levels of structure and support to be successful. Building relationships and key consistencies in language and response from staff need to be in place in order for children to feel secure and therefore be supported in their development of positive behaviour. Where there is a continuation of disruptive behaviour or where a child is unable to modify their behaviour, it may indicate there are underlying needs that may need further exploration and support.

For pupils with more challenging behaviours, individual approaches are developed within the classroom such as the use of Now and Next boards, visual timetables and a 'work / reward' approach. Additional supportive interventions such as Reach for the Top or developing Emotional Literacy examine the root causes of the behaviour and support the child with strategies to enable them to communicate their needs more effectively, rather than resorting to poor behaviour.

Other measures to support may include an individual behaviour record, Pastoral Support Plan or bespoke personal support. All provisions are communicated to parents, reviewed regularly and monitored for impact.