

COURT LANE INFANT & JUNIOR ACADEMIES



Recognising Effort and Behaviour Policy

2022

Approved by: Local Governing Board

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A well-ordered, safe, secure environment that promotes a love of learning will ensure that effective teaching and learning can take place. Positive learning behaviour requires the commitment of all staff, pupils, parents and governors, as well as consistency of practice across the school to ensure that pupils know the standards of behaviour expected of them. This community will take a considered and sensitive approach to support all pupils so they are valued and respected.

At Court Lane Academies we believe that in order to set the conditions for children to learn well it is our responsibility to ensure the ethos of the school is established to enable pupils to:

- Develop and maintain positive relationships
- Feel valued, safe and secure
- Be treated fairly
- Be treated consistently by all adults
- Learn how to think and reflect on their experiences
- Have opportunities to express problems and be listened to
- Feel that their individuality is respected
- Be happy with their work, with others and with themselves
- Value learning experiences, how we learn and learning through making mistakes
- Recognise and celebrate positive behaviours
- Be challenged through learning experiences and opportunities to succeed.

Aims and objectives

Clear links to our Safeguarding policy, PSHE curriculum, our 'Equality, Diversity and Community Cohesion' policy, particularly through the equality objective, 'To tackle prejudice and promote understanding relating to sex, race, religion or disability' and the Inclusion policy including SEND.

- Provide opportunities for children to reflect, develop their independence, self-discipline and sense of responsibility towards themselves and others.
- To encourage children and the whole school community to take pride by showing respect for themselves, others and being responsible for their actions and the impact of their actions on others.
- To have a consistent approach to promoting positive behaviours that is understood, explicit and fair.
- Children are taught, through modelling by adults, to recognise and celebrate positive behaviour and their own successes.
- Ensure a consistent system that acknowledges effort and good behaviour and develops intrinsic motivation.
- Children are involved in writing, establishing and evaluating their success.
- As inclusive schools, flexible consistency meets the specific needs of individuals.

Positive behaviours

A nurturing environment is provided, using Dan Hughes' PACE approach (detail in appendix) and the 6 principles of restorative practices, to foster high standards of positive behaviour throughout the Court Lane community.

Children have regular opportunities to identify and display positive attitudes in their contribution to the school, the wider community and their own learning. A Home/School Agreement that sets out the expectations for effective learning, safety and collaboration is reviewed on an annual basis. Copies of the agreement will be signed by each child, his/her parents or carers, the Head Teacher and Chair of Governors each year.

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Children are encouraged to use the Rule of Three to try to resolve a difficulty before seeking adult support:

1. Tell the child you are not happy with their actions... but if it continues ...
2. Tell them what you would like them to do instead ... and still happening ...
3. Tell an adult

Once an adult is involved they will facilitate the resolving of the problem using a restorative approach (appendix)

Demonstrating acceptable and better behaviour

Class behaviour and relationship expectations are established at the beginning of each school year and are displayed in classrooms and around the school. These support children in understanding their rights and responsibilities and building relationships with others.

Staff are responsible for creating a positive ethos and restorative culture.

Effort Criteria

In making judgements about a child's effort we take the learning journey into consideration alongside their age, experience and any specific needs.

If a child's effort is to be judged as good, we would expect them to have a growth mindset.

A restorative approach

Court Lane Academies are restorative schools. We believe that by using a restorative process and by bringing those harmed by conflict, and those responsible for the harm, into communication, we can enable everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

A restorative practice framework of questions is used when discussing conflict with the children.

1. What happened? (event)
2. What were you thinking?(thoughts)
3. How were you feeling? (feelings)
4. Who has been affected by this? (impact)
5. What do you need to do to make things right? (future)

In having these conversations, children, staff, parents, carers and members of our community will:

- speak to one another in a calm manner
- work together
- listen to everyone
- be honest
- try to understand each other's points of view
- seek solutions which will repair any upset/harm caused

and at all times avoid 'put downs', shouting and sarcasm.

Using 6 principles of restorative practices

Respect – Respect differences for example– different backgrounds, respect what people say

Be accessible – to listen, be present in the room, listen to hear

Restore – encourage one another, share, support

Neutral - any disagreement should be about the issue not the person, be open minded, multi-partial – hearing all accounts not one sided – empathy – being alongside

Voluntary – willing to share and be part of sessions, open

Safe – keep yourself safe as can be emotionally challenging, safe to share, confidentiality

Incidents of a serious Nature

Incidents of a serious or persistent nature (e.g. bullying) will be referred to and the resolution led by the Pastoral Team, Headteacher, Deputy Head or SEND Leader. This will usually involve the member of SLT and other school staff working closely with the child and parents to address and resolve challenging behaviour. If appropriate an Pastoral Support Plan will be put into place.

If a pupil consistently displays behaviours which adversely affect the teaching and learning environment, or the health and safety of the pupil or others in the school, this may result in:

- Close monitoring and documenting of the child's behaviour.
- Discussion with SLT and or pastoral team to agree an appropriate course of action. This could include a target or targets on a SEND support plan, EHCP or Pastoral Support Plan (PSP). These plans would support and the child and their families.
- Meeting with parent/carer to discuss the actions and timescales involved.
- Discussions with the child to implement and review the plan.
- Discussions with external agencies as appropriate, the school, and parents/carers.
- Further discussion and review of the child's behaviour with parents/carers, external agencies and the school.

Outside agencies may be involved in this process and these could include: School Attendance Service, Social Services, Educational Psychologist, Family Support Services, Multi-Agency Behaviour Support (MABS). Early Help.

Special Educational Needs

When a child is on the Special Educational Needs register for SEMH or as a result of a disability, reasonable adjustments can be agreed, in line with the Equality Act and with the accompanying Technical Guidance for Schools.

Adjustments will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's plans.

Exclusion

Serious or repeated breaches of the behaviour policy may result in an Internal sanction for part of the next day or the remainder of the current day. This means that they would be supervised to learn in an alternative room until they show from their behaviour / attitude that they are ready to return safely to class. Parents / carers will be informed. The school will promote a policy of inclusion but in extreme circumstances, the Head teacher may have to consider the possibility of external exclusion in the interests of safety and well-being of any children and staff.

On rare occasions, it may be necessary for a child to be given a fixed period external exclusion (also known as a 'suspension'). Exclusion can be in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A pupil may be excluded for one or more fixed periods or permanently. The behaviour of pupils outside of school can be considered as grounds for exclusion. In all cases, the statutory guidance for exclusions will be used and followed.

Appendices

PACE approach

P – Playfulness

A – Acceptance

C – Curiosity E

– Empathy

Playfulness:

Your voice, your touch and your eye contact are important. Keep your tone of voice light and engaging when you speak to the child. Take the opportunity to be spontaneously playful – share a child's world of feelings in a light hearted way whilst being wary of a child who may not be feeling happy and could be sensitive to that. Don't tease. Your mood will affect your ability to 'play'. Care for yourself too.

Acceptance:

You may not accept the child's behaviour but always accept the way they are feeling. That way they will feel valued as a person even when you address the behaviour. You will not always be able to agree with them about what they have done or what they are wishing for, but accepting how they feel will help repair the relationship. Acknowledging and accepting the way they are feeling within your boundary-setting helps the child feel safe.

Curiosity:

Be curious. Gentle enquire about how the child is. What are their thoughts? Are they wishing for something? Try to talk about what might be the matter. Ask open questions. In making sense of the problem with the child you will be helping them to understand themselves. They will see you as someone who is interested in

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them, wanting to help them work things through and make sense of how they feel. Trust will grow and behaviour is likely to improve.

Empathy:

This is at the heart of curiosity and acceptance. Try to put yourself in the child's shoes. Feel and think with them. Imagine yourself in their position. See the situation through their eyes. Use your voice-tone and facial expression to show that you are empathetic. Focus on their experience, not on their behaviour or an incident. This will help the child feel understood and to make sense of what they are feeling and how they have behaved.

Court Lane Infant school – Reward and Behaviour Strategies

- The sun, thinking cloud and rainbow are set out in a line and all staff will use vocabulary carefully so that children understand the reasoning and purpose of these.
- Staff will only have only the rainbow, sunshine or thinking cloud.
- Every day is a fresh start where all children are on the sun.
- Staff will use the phrase “I need you to think about...” as a verbal warning as reminder of the expected behaviour.
- If the child continues to need an opportunity to think about their behaviour then the staff will say “ I can see that you need some time to think about your behaviour so please move your name to the thinking cloud. We can then discuss this.
- Staff will ensure they have a restorative discussion with the child for any child on the thinking cloud at the earliest opportunity and then ensure that any missed work time is caught up, this may include play or lunchtime.
- If the child is demonstrating behaviour that is beyond the expected then they will ask the child to move their name to the rainbow with an explanation of the reason why ensuring the child understand the reason for this.
- Teachers use their professional judgment for children unable to cope with this system and will use an alternative system to support as agreed with the child, their parents and SEND team.

Rainbows

- ☐ If the child is on the rainbow then they are given a rainbow sticker at the end of the day. Children are on the rainbow when they have consistently demonstrated behaviour in line with the expectations

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and/or shown exceptional understanding of the expectations for part of the day or a specific session.
The rainbow sticker goes home and is then to stay at home and not returned to school.

Class rewards

- Year R will use whole class incentives to get a chosen reward together as a class for successfully achieving a class target. In Year R ongoing discovery time enables the children to develop their personal, social and emotional skills to further support behaviour expectations within class.
- Year 1 and 2 will have two sessions during the week as a class to celebrate their success during the week for following class expectations and to provide another opportunity for the personal and social development of the children
- One of these sessions will be “Together Time” on Tuesday or Wednesday and is a 20 minute time slot where the children will be presented with four choices (1 adult led group) . The children will have a chance to choose which activity they want to do and during this time they will develop a variety of skills.
- The second session will be Friendship Friday and this is a 20 minute slot where the children will choose the activities they would like to do and these will be available during this time slot.

Star of the Day

- Star of the Day is announced at the end of the day to the class with clear reasons as to why the child is Star of the Day.
- The child goes out at the front of the line and the teacher notifies the parent on Tapestry if the child is in Year R or 1, the child also has a Star of the Day sticker.
- Parents put something on Tapestry in Year R or 1 and can be emailed to the class email in Year 2 to share with the rest of the class the following day.
- In Year R this is displayed for the week as star of the day in the classroom and photo taken each Friday to share on Tapestry.
- In Year 1 the star of the day child is then able to use the star of the chair for the rest of the following day.
- In Year 2 the star of the day child is given a small star of the day trophy to go on their table for the next day.

Court Lane Junior Academy – Reward and behaviour strategies

The award of housepoints is a whole school rewards system which counts towards personal and team gain. The aim of this school wide system is to ensure a consistency of approach in motivating pupils in their learning and behaviour. The school wide system should be understood by all and enable the whole school celebration of success.

In principle, pupils work towards levels of achievement;

Bronze (50 housepoints), Silver (100 housepoints), Gold (200 housepoints) and Platinum (The two top housepoint earners per class).

The aim is that this is for Applied Effort;

- All pupils should achieve Bronze in an academic year
- Most pupils should achieve a Silver award
- Some pupils will achieve the Gold Award
- Two pupils per class, who have earned the most housepoints, will achieve the Platinum Award.

Housepoints may be earned for:

- Very good learning for that child
- Demonstration of positive attitudes to learning
- Beautiful manners
- Excellent or improved presentation
- Representing the school
- Jobs

Behaviour Strategies

- Immediate quiet reminder, look or name said

Children are to be given every opportunity to demonstrate desirable behaviour after reflection

Process

See behaviour process below

In more serious or persistent cases there will be conversations with children and parents and resolutions agreed. Records are kept of the discussions.

Behaviour Essentials

Together, as adults, we:

- Are calm, positive and consistent in our approach
- Prioritise good conduct

All staff can recognise and praise positive behaviour and effort by:

- Awarding housepoints
- Giving praise
- Recognising a child demonstrating the school values of 'Believe, Inspire, Achieve' (One Headteacher certificate awarded weekly per class)

Our School Rules

- Ready
 - Respectful
 - Reflective
- Build trusting relationships through kindness



Consequences for poor behaviour

1. Reminder (ready, respectful, reflective)
2. Restorative conversation (30 second script + brief review at break or lunch)
3. Reflection time (in depth restorative conversation outside of learning time)

30 second script

I noticed you are... *(having trouble getting started)*

It was the rule about... *(being respectful)* ...that you broke.

You have chosen to... *(catch up with your work at lunchtime)* Do you remember last week when you... *(earned that housepoint for)*

That is who I need to see today... Thank you for listening *(followed by brief review of the restorative conversation)*

Restorative conversations

- What happened?
- What were you thinking about/How were you feeling?
- Who was affected?
- What can we do to make things right?
- What can we do differently?

Bullying is:

Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, **where the relationship involves an imbalance of power**. It can happen face to face or online.

Accusations of or observations of bullying should be referred to the Pastoral Manager, who will investigate and act in accordance with the school's policy.

Progression in consequences

All behaviours can be addressed by the adult encountering them first. Consequences are staged in a progressive approach. Sometimes behaviours continue, or are very serious. These will require more intensive Restorative Meetings, or Social Skills Sessions, and will take more time.

Level 1: Usually resolved with restorative conversation.

Non-serious actions that generally affect the individual and provide no harm or danger to those around them. Such as:

- Unkind or inconsiderate comments
- Interrupting other people's games, playing football on the wrong day
- Out of bounds - Going into classrooms/cloakrooms without permission or playing in toilets
- Not listening to instructions
- Argumentative behaviour
- Swearing (non-directed)

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- Disrespectful behaviour towards adults
- Disruptive classroom behaviour (calling out, swinging on chairs, moving around the classroom)

□

Level 2: Resolved with an additional restorative session, outside of learning time with the Pastoral Team.

Repeated Level 1 behaviours, or those which may lead to potential harm or danger, such as:

- Repeated teasing or name calling that is not bullying
- Low level fighting – pushing/shoving
- Out of bounds – repeatedly going into classrooms/cloakrooms without permission
- Damaging school property
- Running from an adult/refusing to come

Level 3: Resolved with intensive Restorative sessions, separation from others, Pastoral Support Plan, Risk Assessment, internal exclusions, withdrawal of privileges, suspension, exclusion. To be determined by Pastoral Manager and Senior Leadership Team.

Serious acts of violence, endangering others, threatening or violent behaviour, verbal abuse, continued Level 2 behaviours such as:

- Verbal and non-verbal abuse – swearing, aggression, discriminatory behaviour
- Stealing □ Bullying
- Aggression or violence: kicking, hitting, punching, spitting, biting
- Out of bounds – out of school grounds
- Dangerous behaviour – hurting another child
- Refusing to obey an adult – defiant behaviour
- Malicious/serious damage of school property