



*"Inspiring a love of lifelong learning"*

# **Behaviour for Learning**

**Policy date: December 2019**

**Review date: December 2021**

Learning at Charville is underpinned by our Core Values

Respect

Independence

Self-belief

Honesty

Caring

Determination

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## 1. Scope

This Behaviour for Learning policy applies to all children in the academy.

## 2. Aim

At Charville Academy we strive to provide a values-based environment where everyone in the school community feels safe, confident, valued and respected.

The primary aim of our behaviour for learning policy is to promote good behaviour for life to enable our pupils to succeed as individuals on their journey to adulthood and beyond. We have high expectations, good adult role models and a growth mindset culture that allows children to motivate themselves and strive for excellence. Through a values-based approach, we believe that we have good behaviour for learning where all pupils will be able to achieve their best.

This policy is designed to promote positive behaviour and outline sanctions that may be applied if good behaviour is not adhered to.

## 3. Values

### Charville Academy's Core Values:

1. Respect
2. Independence
3. Self- Belief
4. Honesty
5. Caring
6. Determination

The school staff have chosen the above core values and these are discussed regularly with the children and how they are reflected in the children's behaviour is considered as part of this. They are prominently displayed around the school and promoted within the local community. The school talks about and promotes the values regularly and how these are reflected in children's behaviour.

### Supporting Values:

Pride	Precision	Altruism
Co-operation	Forgiveness	Challenge
Fairness	Integrity	Peace
Resilience	Courage	Ambition
Empathy	Justice	Patience
Dedication		

#### **4. Zones of Regulation**

At Charville Academy we use the Zones of Regulation to help children understand, recognise and moderate their emotional responses which complements our values-based approach.

The zones of regulation are a whole school approach to help children manage their emotional literacy and understand their level of alertness for learning.

Individuals are impacted by different things and respond in different ways and the zones of regulation helps children and adults to recognise the changing emotions and associated feelings and behaviours. Use of the zones of regulation focuses on helping us recognise the changes in our emotions and helps us to regulate them and move to the optimal zone ready for learning.

#### **5. Charville Expectations**

At the centre of our behaviour system are our core expectations/rules based on the core values which aim to promote the supporting values and ensure behaviour for learning.

1. Respect and care for everyone and everything
2. Believe in yourself and show determination
3. Be independent and honest

These expectations are displayed alongside the values in all learning areas.

##### **5.1 Expectations of children**

- Greet everyone throughout the day
- Always walk quietly and calmly (including on the stairs)
- Line up in order for all transitions (including when coming in from the playground)
- Demonstrate our values in all work and play
- Use positive vocabulary and the zones of regulation to talk about their emotions.

##### **5.2 Expectations of staff**

- Greet individuals and refer to them by name
- Use positive praise
- Use the zones of regulation to support children in talking about their emotions
- Be a role model of the values
- Not to shout at children
- For teachers to develop a line order which is used for transitions
- Create clear classroom routines for behaviour management
- To make sure children are adequately supervised when entering the building after break times including on the stairs
- Ensure children always walk in the building.

### 5.3 Expectations of parents

- Support the school when reasonable sanctions have been used to address negative behaviours
- Promote positive behaviour at home in order to have continuity between home/ school
- Contact the class teacher if they have concerns about the way their child has been treated. If concerns remain it can be escalated further. Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being and learning
- Adhere to the Parent/Carer Code of Conduct Policy.

## 6. Behaviour Steps

The following outlines the phases of behaviour at Charville Academy:

<b>Positive Behaviour</b>	<b>Negative Behaviour</b>		
Showing the school values of Respect, Independence, Caring, Resilience, Determination, Honesty, Cooperation, Empathy, Pride, Self-Belief and Fairness, Dedication, Precision, Altruism, Forgiveness, Challenge, Integrity, Peace, Courage, Ambition, Justice and Patience to themselves and others	<b>Misbehaviour</b>	<b>Serious Misbehaviour</b>	
	Unfinished/poor quality work	Repeated challenge to learning	Serious challenge to learning
	Ignoring an adult	Refusal of an adult	Serious challenge to authority
	Not respecting school/others' property	Damaging school/others' property	Serious and deliberate damage to property or others' belongings
	Using unkind language	Causing physical harm to another child or an adult	Possession of prohibited items e.g. Knives or weapons and stolen items
	Disruption in lessons, in corridors and at break and lunchtime	Inappropriate language or behaviour (written/verbal)	Sexual remarks or comments/Sexual assault
Bullying, racist, homophobic or ability led comments			
<b>Action</b>	<b>Action (if after 3 instances in a session)</b>	<b>Action (immediate)</b>	
<ul style="list-style-type: none"> <li>Acknowledged verbally and rewarded with Class Dojo points</li> <li>Certificates issued to promote values, growth mindset and effort</li> <li>Feedback to parents/carers, both verbally and through Class Dojo</li> </ul>	<ul style="list-style-type: none"> <li>Consult behaviour plan where applicable</li> <li>Time spent in Year Group Leader's (YGL) room during class time</li> <li>Break time spent in Reflection room</li> <li>Verbal feedback to parents/carers at the end of the day</li> </ul>	<ul style="list-style-type: none"> <li>Consult behaviour plan where applicable</li> <li>Time spent in Pastoral Office/with SLT during class time</li> <li>Break time spent in Reflection room and lunchtime with the pastoral team/SLT as agreed based on the incident</li> <li>Parents/carers phoned by member of Pastoral team/SLT</li> </ul>	
A session is defined as the period of time between the start of the day and morning break, break and lunchtime or lunchtime and home time.			

## 6.1 Positive Behaviours in the Nursery

In the nursery we will introduce the values and zones of regulation to the children. Positive behaviour will be noted through positive praise clearly identifying the behaviours observed for the child. Positive feedback will be shared verbally with parents/carers where appropriate. Positive behaviours will be used to support the learning of the individual and their peers.

## 6.2 Positive Behaviours in School

At Charville we recognise and reward positive behaviour at all times. If children are seen to be following, showing or understanding the school values this will be acknowledged by a member of staff.

The following chart outlines positive behaviours and the steps involved in rewarding them:

### Class Dojo

Class Dojo is used as a way to promote positive behaviour.

- Each child should have their own Dojo character to identify them on the Dojo page
- When a child is seen to be following, showing or understanding a school value they should be rewarded a dojo point relating to the specific value.

### Values Ambassador of the Week

- Weekly a child from each class is selected to receive a values certificate if they have demonstrated the value of the month. The children have the opportunity to wear their own clothes and to attend the Head teacher's Tea Party.

### Merit / Gold Book Awards

- Weekly and termly 'merit' awards are given out in assemblies to acknowledge children who have been following the school values and shown good progress in their learning.

### Parental Communication

- Positive behaviours will be recorded on Class Dojo. Parents/Carers should be given login details and passwords to enable them to monitor positive behaviours.

## 6.3 Negative Behaviours in the Nursery

We recognise that when our children start Nursery, for many of them it is a new experience. We aim to support the children to develop behaviours for learning to enable them to be successful when they start school.

Negative behaviours will be clearly identified for the child and used as an opportunity for learning and development. Where negative behaviours are serious or repeated the child will be given a timeout within the nursery setting. Where necessary this may include removal to Jigsaw Room to enable the child to be away from their peers.

Serious negative behaviours will be noted on the behaviour log and shared with the parents/carers at the end of the session. Where these behaviours are repeated a meeting will be arranged between the parents/carers, key worker, nursery teacher and EYFS lead to discuss the behaviours and identifying potential reasons to enable action to be taken to address any difficulties and support behaviour for learning. These meetings will be documented on the behaviour log.

Where appropriate a behaviour plan will be developed and/or a team around the child (TAC) meeting involving the SENCO will be implemented to allow clear liaison between the parents/carers and all professionals involved in supporting the child.

#### 6.4 Negative Behaviours in School

At Charville we will not tolerate negative behaviour which impacts on learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

##### Sanctions

In each class the behaviour steps will be displayed and will be explained to the children outlining the steps that will take place if inappropriate behaviour occurs.

##### Misbehaviour

- If a child is misbehaving they write their own name on the classroom whiteboard.
- If they exhibit the same behaviour or another behaviour, they tick their name.
- If they have their name and two ticks on the board, they will be sent to the Year Group Leader (or an alternative YGL if the YGL is unavailable), with work to complete
- If this occurs the misbehaviour should be recorded on the behaviour log and the child sent to reflection room at break time
- Where the child is sent to reflection room by their class teacher more than 3 times in a two-week period the class teacher will arrange a meeting with the parent/carers to discuss the behaviours and identifying potential reasons to enable action to be taken to address any difficulties and support behaviour for learning. These meetings will be documented on the behaviour log.

##### Serious Misbehaviour (including bullying)

- If a child exhibits serious misbehaviour, they will be sent immediately to Pastoral Office with work to complete. This behaviour will be discussed with the Phase Leader/SLT
- Where the child is sent to the pastoral office by their class teacher more than 3 times in a two-week period the class teacher will arrange a meeting with the parent/carers to discuss the behaviours and identifying potential reasons to enable action to be taken to address any difficulties and support behaviour for learning. These meetings will be documented on the behaviour log
- Where negative behaviours continue an individual behaviour plan will be developed in liaison with the SENCO/Class teacher.

##### Reflection Room

The Reflection Room is a room where children are supervised by a member of staff during break time. If a child is sent to the Reflection Room they are tasked with completing a reflection sheet to reflect on the incident with which they were sent to the room for. Reflection sheets are collated by a member of the Pastoral team as evidence of behaviour incidents. Once the child has completed the reflection sheet they are expected to read in silence - All children must attend reflection room with an appropriate reading book.

In Reception the child will be given an immediate time out rather than being sent to reflection room.

#### Parental Communication

- Behaviour Feedback: If a child has misbehaved 3 times in a day the class teacher will speak to the parents/carers to make them aware of the behaviours which the child chose to make and offer them the opportunity to discuss it further.
- Phone Calls: If a child has shown serious misbehaviours, the Pastoral team or SLT will telephone the child's parents/carers on the day and explain the situation and the sanctions that have been put in place.

#### Bullying

Bullying is defined as the repetitive, intentional harming of one person or a group by another person or group.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name-calling, Sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of the Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 7. Seclusion and Exclusion

### Seclusion

If the incident is deemed as more serious, the child may be placed into Seclusion. This is a period of time where the child completes tasks and has playtime/lunch in isolation. This is fully supervised by a member of the Pastoral Team and all work is supplied by the class teacher.

### Exclusion

If the child has had a number of seclusions and they have been unable to modify their behaviour the child will be placed on a fixed period exclusion. There are 2 kinds of exclusions – **fixed period exclusion** and **permanent exclusion**.

- **Fixed period exclusion:** where the child is temporarily removed from the school (no more than 45 days in one school year). Work will be provided for the child during this period and should be returned to the class teacher after the fixed period of exclusion.
- **Permanent exclusion:** where the child is no longer in attendance at the school. The local authority must arrange full-time education from the sixth school day.

At Charville Academy we follow the Department for Education Exclusions guidance – Exclusion from maintained schools, Academies and pupil referral units in England. Anyone found in possession of a form of knife or blade with the intent of causing harm will be permanently excluded.

Where a child is identified to be at risk of repeated fixed period exclusion or permanent exclusion a Team Around the Child (TAC) or Pastoral Support Plan (PSP) will be implemented to provide the opportunity for interagency working alongside the parents/carers to identify how to best support the child's behaviours alongside their learning goals. With the agreement of parents/carers a referral will also be made to the behaviour support team (BST) to seek external support with regards to the behaviours seen and strategies to support the child in accessing the school environment and learning.

## 8. Pupils with additional needs

This policy will be adapted (where appropriate) based on the needs of the children, particularly those on the SEN register. This will be done in coordination with the phase leader and SENCO and an individual behaviour plan will clearly identify the systems in place for the pupil.

## 9. Policy Review

This policy will be reviewed by the Academy Governing Body every two years.

## **10. Related Policies**

- Anti-bullying policy
- Assessment, learning and teaching
- Inclusion Policy
- SEND Policy

## **11. Appendices**

- Appendix 1 - KS1 Reflection Sheet
- Appendix 2 - KS2 Reflection Sheet
- Appendix 3 - Charville Expectations/Rules
- Appendix 4 - Zones of Regulation

*Approved by: Curriculum and Achievement Committee*

*Date Approved: December 2019*

*Review date: Autumn 2021*



## KS1 Reflection Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Where did the incident take place?

The classroom		
The playground		
The hall		
The field		
A school trip		

When did the incident take place?

before school		afternoon lesson	
assembly		after school	
morning lesson		in a club	
morning break		on a trip	
lunchtime			

place?

Which of the zones of regulation were you in?

Blue	
Green	
Yellow	
Red	

What did you do? Please draw or write in the box below.

A large, empty rectangular box with a black border, intended for a drawing or written response.



## KS2 Reflection Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Where did the incident take place?

The classroom		
The playground		
The big/small hall		
The field		
A school trip		

When did the incident take place?

before school		afternoon lesson	
assembly		after school	
morning lesson		in a club	
morning break		on a trip	
lunchtime			

Who was involved in the incident?


What happened in the incident?


Why did the incident take place?


What values could you have shown during the incident?


Which of the zones of regulation were you in?

Blue	
Green	
Yellow	
Red	

What will you do differently next time?




*"Inspiring a love of lifelong learning"*

## **Charville Expectations**

1. Respect and care for everyone and everything
2. Believe in yourself and show determination
3. Be independent and honest

## Zones of Regulation

Examples of the emotions in each zone of regulation:

### Blue zone: Low state of arousal

- Sad
- Tired
- Sick
- Bored

### Green zone: Optimal zone for learning

- Happy
- Calm
- Focused
- Ready to learn

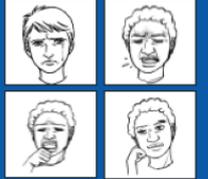
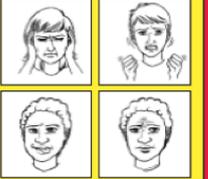
### Yellow zone: Heightened state of alertness

- Frustrated
- Worried
- Silly
- Excited
- Some loss of control

### Red zone: Extremely heightened state of alertness

- Angry
- Mad
- Terrified
- Elated
- Out of control

## The **ZONES** of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Pupils are supported to recognise emotions and arousal states in themselves and then taught strategies to help them return to or stay in the optimal green zone. Pupils are taught that it is okay to be in any of the zones and that we all experience the different zones for different reasons - with an emphasis placed on the strategies we can use to help ourselves.

The zones of regulation will be displayed in all classrooms, the reflection area and the pastoral office. Where appropriate individual zones of regulation sheets will be developed with the child.