



**Respect for All. Learners for Life.**

# Lister Infant School

## Behaviour for Learning Policy

January 2024

## Overview

It is a primary aim of our **inclusive** school that every member of our community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Our policy is a means of promoting good behaviour and relationships in order that our school community has the common purpose of helping everyone to work and learn together in an effective and considerate way.

Outstanding behaviour is central to all we do at Lister Infant School. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

## Aims of the policy

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To provide clear guidance for children, staff and parents of expected levels of behaviour
- To help learners take control over their behaviour and be responsible for the consequences of it.
- For adults to use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments
- To build a community with values based on; **respect, kindness, honesty** and has empathy for others.
- To provide a consistent and calm approach

## Expectations of Adults

At Lister Infant School, **we expect all adults** to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness and respect **and praise good conduct publicly.**

Adult behaviours we **do not expect to see** are: shouting, negativity, humiliation and **reprimanding in public.**

**All staff** It is the responsibility of all staff to:

- Implement the school Behaviour Policy consistently throughout the school.
- Report incidents of persistent or serious misbehaviour.
- Deal with such incidents in line with procedures set out in this policy.
- Take time to welcome students at the start of the day and after lunch
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Respectful, Be Kind and Be Honest'

## The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school

- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise for children who go above and beyond, phone calls/postcards and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

#### Members of staff who manage behaviour well:

- Deliberately and **persistently** catch students **doing the right thing** and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion

#### Behaviour for Learning

##### The Lister principles: 'Be Respectful, Be Kind and Be Honest'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, **relentless routines and visible consistencies** that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. **Children are praised publicly and reminded in private.**

The school has 3 simple rules which link to our values 'Be Respectful, Be Kind and Be Honest' which can be applied to a variety of situations and behaviours and are taught and modelled explicitly.

##### Adult Strategies to Develop Excellent Behaviour

- **IDENTIFY** the behaviour we expect
  - Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

#### Language around Behaviour

At Lister Infant School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as

'being naughty' or 'melt down' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and **not** be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on ARBOR, at the staff member's discretion. If a child is sent to another class or is sent to the Headteacher then restorative conversations will happen with the staff member present and this will be recorded on CPOMs for monitoring purposes.

If a child has time out at playtime then this will be recorded on Arbor at the staff member's discretion.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. These will be created within the supportive solution circle approach by all staff. We will also use **STAR** to record and monitor patterns in behaviour for children with bespoke behaviour plans.

Our Rules	Visible Consistencies	Above & Beyond Recognition
1. BE Honest 2. Be Kind 3. Be Respectful	1 Daily Meet & Greet  2. Lovely Lines  3 Wonderful Walking	1. Recognition Boards  2. Home contact by Teacher  3. Certificates  4. Postcards  5. Dojos

**Focus: Relentless Routines**

Praise in Public (PIP)  Remind in Private (RIP)	Wonderful walking around school	Consistent language - link behaviour conversations to value
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## Parents/Carers

It is the responsibility of parents to: Support the school rules. Ensure that they give their children a consistent message about these rules and how to behave in school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher.

## Recognition and Rewards

At Lister Infants we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go '**over and above**' our standards.

- We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.
- Rewards in individual classes consist of: verbal praise, encouragement stickers and certificates. Teaching Assistants work with the class teachers to support this positive ethos. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's values. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.
- Positive notes/phone calls home: these will be given each week to members of the class who have gone **over and above** that week. Effort as well as achievement is equally praised.
- One pupil will also be selected from each class for promoting the school values, and they will be rewarded with a certificate at the assembly.
- One pupil will also be selected from each class for Star of the week and they will be rewarded with a certificate in assembly.
- Positive Recognition Boards displayed in each class demonstrate the words, thoughts and actions of pupils who go **over and above** our standard. (Full list of rewards: Appendix i)

## CPOMS/ Arbor

CPOMS is our school's online behaviour record which is used by every staff member. CPOMS is used to log any serious issues that arise in school. Each teacher member has their own personal log in and every child is on the system. This gives us a record of individual children over the course of their time in this school. CPOMS is overseen by the Senior Leadership Team and pastoral staff. Arbor is also used to record low level behavioural incidents.

i) The purpose of this is to give a complete picture of regular patterns of poor behaviour from individual children.

ii) Ensure that there is a written record kept over time that can be used in discussion with parents/carers and outside agencies.

iii) Give staff opportunity to praise and reward children who succeed in changing their behaviour

## Managing Behaviour

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed.

See appendix ii for **'Practical steps in managing and modifying poor behaviour.'**

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive "script". Staff will create a script that they feel comfortable with. An example of this could be:

- 1) *I've noticed that .... (you are not ready to learn), reference previous good behaviour*
- 2) *I need you to ... (give pupils choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)*
- 3) *I know you can do this/..you are better than this/ /thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention, the less likely a member of staff is to "improvise". Staff will then walk away and give pupils time to think and act positively. See appendix iv for further information.

## Serious Incidents

All serious behaviour matters must be referred immediately to the Head teacher or SLT.

Such incidents could include:

- All forms of bullying
- Racist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically hurting others

## Sanctions

When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed sanctions. See appendix iii for the Sanctions Chart.

Sanctions should;

1. Make it clear that unacceptable behaviour affects others
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

## Restorative Conversation:

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with

the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation that they feel comfortable with. The restorative conversation is:

- 1) What happened?
- 2) How did this make people feel?
- 3) What should we do to put it right?
- 4) How can we make sure this doesn't happen again?

Use WARM to help guide the conversation:

The image displays the W.A.R.M. acronym for restorative conversations. At the top, the letters 'W.A.R.M.' are written in a large, bold, black font. Below this, there are four vertical blue panels, each representing a letter of the acronym. Each panel has a large, colorful letter at the top and a list of questions below it.

- W**
  - **What** happened?
  - Does that fit in with our school rules?
  - What were you thinking at the time?
  - What do you think about what happened now?
- A**
  - Who was **affected** by what happened?
  - Was what happened to them fair?
  - Was what happened the right thing?
- R**
  - What can you do to **repair** things?
  - How will this help to make things right?
  - When can this happen?
- M**
  - How can we **move** forward?
  - How can we make sure this doesn't happen again?
  - What do you need to start/stop/stay doing?
  - If this happens again what do you think should happen next?

#### In line with the DfE guidelines, schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil.
- restrain a pupil at risk of harming themselves through physical outbursts.

#### Searching

School staff can search a pupil for any item if the pupil agrees. Head teachers and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. See appendix for list of prohibited items (see appendix v for full list of prohibited items).

## Governors

The Link Governor for Safeguarding meets with the Head teacher on a termly basis. The head teacher prepares a report for this meeting which includes up to date information about school behaviour. This report is then shared with all governors at meetings of the full governing body.

If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

## Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims. It will be used to promote community cohesion.

Reviewed and adopted by the Governing Body on: \_\_\_\_\_

Signed by Chair of Governors: \_\_\_\_\_



Rewards

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Rewards	
<ul style="list-style-type: none"> <li>• Verbal Praise</li> <li>• Stickers in books</li> <li>• Weekly School Values Certificates</li> <li>• Star of the Week award</li> <li>• Head teacher Award</li>   <li>• Positive recognition boards in every classroom</li>   <li>• Positive notes/phone calls home</li>   <li>• Termly/annual attendance certificates and star badges</li>   <li>• Dojos</li> </ul>	<ul style="list-style-type: none"> <li>• For effort, achievement</li> <li>• For effort, achievement</li> <li>• One child nominated each week</li> <li>• One child nominated each week</li> <li>• For <b>consistently</b> outstanding work, for <b>consistent</b> effort, for <b>consistently</b> demonstrating school values</li> <li>• Positive recognition of pupils/acts that have gone over and above</li>   <li>• Positive postcard home/phone call to parent to recognize when a child has gone over and above</li> <li>• Bronze, silver and gold badges and certificates awarded for attendance above 96%</li>   <li>• Awarded for punctuality and attendance, effort, achievement, school values, above and beyond</li> </ul>

**Practical Steps in Managing and Modifying Poor Behaviour**  
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Learners are responsible for their behaviour. Staff will deal with behaviour without delegating using the steps in behaviour for dealing with poor conduct.

Steps	Actions
1) Encouragement	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2) Reminder	A reminder of the expectations <b>RESPECT, KIND, HONEST</b> delivered <b>privately</b> wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage.
3) Warning	A clear, verbal warning delivered privately (side on/child's level) making the learner aware of their behaviour (use 'I've noticed...' I know you can do this ... remember...')
4) Time Out	At this point the learner will be referred outside of classroom with teaching assistant. No engagement in discussion about removal – task to complete work. Teacher to log incident on CPOMS/Arbor
5) Reflection	Child to miss 5 mins playtime (quiet reflection)
6) Repair	A restorative 'walk n talk' conversation should take place using 4 agreed conversation questions. This should take 30 seconds and end positively. It should take place before the next lesson. Staff take responsibility for leading these, receiving support from middle leaders/SLT when requested.
7) Formal Meeting	If this pattern of behaviour continues, a meeting with the teacher and SLT recorded on CPOMS with agreed targets (use ROAR Behaviour Plan) that will be monitored over the course of two weeks.

**Lister Infant School**  
**Sanctions**  
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Behaviour	Sanction	Next Steps
Physical Aggression  Swearing	Follow step 6 & 7 with teacher and member of SLT.  Pupil will miss outdoor play with peers at break and lunch the following day	Log it on CPOMS Phone call home to parents. During exclusion from the yard, the pupil is to repair relationships by: 1) Writing letter of apology 2) Agree to do something to 'make up' with other pupil/s
Racist comment Homophobic comment	Follow step 6 with teacher and member of SLT. Details which emerge from restorative meeting will determine a next step consequence.	Teacher who initially deals with incident to record it on CPOMS. Parent informed after step 6.
Refusal to complete work Disruptive behaviour in lessons	Follow steps 1-7 listed in Appendix v Escalate to behaviour intervention from Learning Mentor.	Logged on Arbor Parents informed.

30 Seconds Scripted Intervention

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- Done in **PRIVATE** with a pupil
- “I noticed you have chosen to...(turn around during teacher talk, get out of your chair without permission, refuse to begin the task)”
- “Do you remember when you were brilliant...last week or last lesson?” or “ Look at the rest of the class-perfect silence all working hard)”
- “That is the \_(child’s name)\_ I want to see today!”
- “Thank you for listening.”
- Then **WALK AWAY** and don’t look back. Eventually pupils will complete your sentences for you when you are consistent. It is **VERY IMPORTANT** to finish by bringing their attention to past positive behaviour or the current good behaviour of the class.  
**Normalising compliance.**

## Appendix v

### Dangerous Items Prohibited in School

Illegal drugs and 'legal highs' and any equipment associated with drug taking. Guns, including toy/ mock ones . Knives and other offensive weapons . Fireworks or any other explosive or flammable items. These items are to be given straight to the headteacher who will deal with them. The school reserves the right to inform the police if dangerous items are brought onto the school premises

#### **Banned Items:**

Mobile phones. Any products containing solvents. Aerosols, matches, lighters and cigarettes. Electronic/battery computer games, devices and gadgets. Excess jewellery, energy drinks, i.e. those with a high caffeine content such as Red Bull or Monster Boost.

Procedures for staff - if a member of staff finds a pupil in possession of a dangerous item they should immediately confiscate it and inform the Headteacher. If a pupil is found in possession of a banned item or mobile phone, staff will confiscate it and bring it to the office for safe-keeping.