



Covington Park Primary School Behaviour for Learning Policy

Our vision is to provide every child with an outstanding start to their education which will equip them with the necessary skills to meet future changes and challenges throughout their life.

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Aims

We believe that all children have the right to be educated in an environment which is conducive to learning, this means an environment which is calm, safe, supportive and where they are treated with dignity. As a school we have a responsibility to foster in children the basis of good learning and pro-social behaviors, which will form the starting point for the development of these skills for the rest of their lives. We recognize that, for all children, behavior is a means of communication with those around them and we also understand our role in developing children's skills in self-regulation and appropriate self-expression to allow them to be successful once they leave our care.

School Drivers and Whole School Rules

At Covingham Park all we do is underpinned by the four drivers of **Independence, Aspiration, Enquiry and Community**. In keeping with this, our school rules are:

- We strive to be the best that we can be (Aspiration)
- We take responsibility for our choices (Independence)
- We are kind and respectful to people and property (Community)
- We actively participate in learning (Enquiry)

These are our expectations for ***all members of our school community***.

Praise and Reward

We believe that positive reinforcement is the most powerful method of developing learning and pro-social behaviours in children. In our school, this takes the following forms:

- Verbal and non-verbal 'on the spot' praise and reinforcement (e.g. a "well done" or a thumbs up).
- Recognition in 'Celebration Assembly' for excellent behaviour, effort or achievement.
- A 'WOW' board in each classroom displaying examples from children who have gone 'above and beyond' – this could be in their behaviour, effort or outcomes.
- The use of the 'dojo' system to earn points for excellent behaviour, effort or achievement.
- The reward of extra playtime each week for the class with the most Dojos (upper and lower school).
- At the start of each term children will be able to choose an end of term reward from a 'menu' of activities offered by staff. Children will need to receive the equivalent of 10 Dojos per week over the term to earn this reward.
- Parents are informed of their children's successes in order that they can celebrate their child's successes with them at home.

Refocusing (a scripted intervention)

From time to time children will need support to understand that their behaviour is not helping themselves or others to learn, or not promoting the well-being of themselves or others. When this happens, a paid member of staff will follow this process:

	<p>First action (de-escalation)</p> <p>"I'm just checking that..."</p>	<p>At least three mins take up time will be given before progressing to the next stage.</p>	<p>Stage 1</p> <p>"I am asking you to.... Because...."</p>	<p>At least three mins take up time will be given before progressing to the next stage.</p>	<p>Stage 2</p> <p>"You need to... or..."</p>	<p>At least three mins take up time will be given before progressing to the next stage.</p>	<p>Stage 3</p> <p>Sanction applied as explained in Stage 2. Where possible a restorative conversation between the adult involved and the child will help to decide the sanction (Restorative Justice), which should be appropriate to the behavior and also to the age and developmental stage of the child. Parents informed.</p>	<p>If it has not already happened, Restorative conversation between adult who has issued the sanction and child.</p>	<p>Stage 4</p> <p>Refer to Headteacher or SLT Graduated Response initiated. Parental Engagement.</p>		
Possible examples (this is not an exhaustive list)											
Not engaging in learning, refusing to complete a given task.	"I'm just checking that you understand what you need to do / have all the resources you need"		Verbal reminder about expectations of behavior and learning with reasoning		Verbal reminder about expectations of behavior and learning with explanation of consequence		Pupil misses play time until work is completed. Parents informed.		Refer to Headteacher or SLT Graduated Response initiated. Parental Engagement.		
Mild or infrequent inappropriate language	"I'm just checking that you know that we don't use those words in school. Try using x or y instead"		"I am asking you to stop using that word because people find it offensive"		"You need to stop using that word or you will be making/writing an apology in your own time"		Pupil apologizes to target (verbally – KS1, in writing KS2). Parents informed.		Refer to Headteacher or SLT Graduated Response initiated. Parental Engagement.		
Not following reasonable instructions given by member of staff	"I'm just checking that you understood me when I asked you to..."		Verbal reminder about expectations of behavior and learning with reasoning.		Verbal reminder about following instruction with explanation of consequence.		Sanction applied appropriate to instruction not followed (e.g. unsafe behavior on stairs may lead to child making safety poster for stairs in own time (KS2) or practicing safe walking in own time (KS1)). Parents informed		Refer to Headteacher or SLT Graduated Response initiated. Parental Engagement.		
Theft	"I'm just checking that you know that's not yours and that you will need to give it back".		"I am asking you to stop taking those things because they don't belong to you". Parent informed.		"You need to stop taking things that don't belong to you or we will not be able to trust you to be alone"		Child is accompanied in e.g cloakroom and is not allowed in the building at playtimes or lunchtimes. Parents informed		Refer to Headteacher or SLT Graduated Response initiated. Parental Engagement.		

Restorative Conversations and Restorative Justice

Where sanctions are applied (Stage 3) it is important that children are supported to reflect on their behaviour and learn from it. Restorative Conversations are the process that allow children to do this. The conversation does not need to be lengthy, or recorded, but must happen between the member of staff who issued the sanction and the child and must take place in an area where it cannot be overheard by other children. The conversation falls into three sections **Recalling, Reflecting** and Taking **Responsibility**.

Recalling e.g. What happened? What were you thinking at the time?

This is from the child's point of view and adults should be careful not to bring their opinions in to it.

Reflecting e.g. What have you thought since? How did this make people feel? Who has been affected? How have they been affected?

This is the adult's opportunity to reframe the incident and help the child to understand the impact of their actions.

(Taking) Responsibility e.g. What should we do to put things right? How can we do things differently in the future?

If the conversation happens prior to Stage 3, the child can be encouraged to help decide how to put things right – this is Restorative Justice. If it happens afterwards, they should be supported to consider how they could do things differently next time.

If a child struggles to engage with a restorative conversation, they should be offered a postponement and/or support from another trusted adult. If this continues, the parents will be contacted to attend the conversation with the child.

Predictability, Consistency and Fairness

We recognise the importance of children experiencing predictability, consistency and fairness in the application of our policy and staff strive for consistency and kindness in all of their interactions with children. Children will experience our consistency of approach through:

- Dojo displays in all classrooms, which will reference the class discussions about our school rules in a way which is meaningful to the children.
- Dojos will be awarded one at a time (except for an agreed 'Double Dojo' focus) and will be awarded equally by all staff (this will be checked by SLT members at weekly Celebration Assemblies).
- Staff will make children clear about what they can do to earn Dojos.
- The termly reward ensures that children who make the right choices all the time are always rewarded.
- 'WOW' displays in all classrooms to celebrate the children who go 'above and beyond' and raise the expectations for all children to do so.
- Where the refocusing script is applied, children will receive a coloured card linked to the stage which they have reached.
- All staff will use the script described above for refocusing children's behaviour
- All staff will know, and regularly reiterate, the school rules.

As an additional measure to ensure consistency, behaviour incidents will be briefly discussed in TA, staff and SLT meetings to ensure all staff would have managed the situation in a similar way.

Higher Level Incidents

There are some behaviours that, for the safety of all children and staff and to maintain the good order of the school, need a more immediate response than that described above. These are:

- Serious and deliberate rudeness
- Leaving the classroom or learning area without permission
- Deliberately and persistently upsetting another pupil by name-calling
- Bullying
- Aggressive behaviour
- Derogatory language
- Physically hurting another person
- Child on Child abuse (refer to Safeguarding Policy)
- Reported sexual harassment or sexual abuse (refer to Safeguarding Policy)
- Persistent offensive or abusive language
- Throwing objects to deliberately hurt
- Deliberately damaging property
- Discriminatory offence
- Complete persistent defiance
- Major/significant theft
- Bringing in or using offensive weapons
- Persistently reaching Stage 3 (daily)

Where this is the case, the response will be (usually in this order):

- Removing rest of class/group from room
- Remove objects
- Refer pupil to SLT/Safeguarding Team and/or SLT/Safeguarding Team to attend scene
- Parents called
- Sanction applied (preceded or followed by restorative conversation)
- Recorded on CPOMS.
- Supported learning outside of the classroom
- Begin graduated response (to include ABC Behaviour record from class staff)
- Lunchtime suspension
- Fixed term suspension

From time to time it will be necessary for staff to challenge each other over the way a behaviour incident was managed. This is to be expected and encouraged amongst colleagues who are constantly striving to improve their individual practice. Where this is the case it is expected that staff will do so in a professional and courteous manner and that these conversations should never happen in front of children.

Special Educational Needs and Disabilities

As a school we recognise that some children may have Special Educational Needs and/or disabilities which may impact on their behaviour. The school will take this into consideration when working with the behaviour of children with SEND. Where this is the case, the Graduated Response process will be initiated, as described in the school's SEND Policy. Once the Graduated Response has been initiated, adjustments to rewards and consequences will be agreed with parents at the first Structured Conversation. These will be reviewed regularly at subsequent Structured Conversations.

Positive Handling

The school follows the Government Guidance on the 'Use of Reasonable Force'. We have members of staff who are Team Teach trained. Instances of Positive Handling are recorded in the 'Bound and Numbered Book'. In line with Team Teach recommendations, we would always seek to de-escalate a situation before using any force or restraint.

Specific Behavior Issues

Child on Child Sexual Violence and Sexual Harassment - Sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5 and the school's Safeguarding Policy.

Following an allegation of sexual violence or sexual harassment, all victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimized.

As with all safeguarding matters, the designated safeguarding lead will be informed and make referrals into support services as appropriate.

Behavior incidents online – Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. If this is the case we will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

We expect the same standards of behavior online as offline and would follow the same protocols in dealing with incidents. Behavior issues online can be very difficult to manage given issues of anonymity and incidents occurring off the school premises. If an incident involves nude or semi-nude images, we would refer to additional guidance:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people).

Mobile phones – children do not have their mobile phones with them during the school day. We understand that for older children who are walking to and from school alone,

they carry their phones with them for their own safety and these are stored securely for them once in school. School cannot take responsibility for mobile phones.

Suspected criminal behavior – if staff suspect criminal behavior, once a decision is made to report an incident to the police, school will ensure that any further action taken will not interfere with any police action taken. Please refer to Safeguarding Policy.

Banned Items and Searches

Some items are banned from the school premises for the safety of all members of the school community. If there is reasonable cause to suspect that one of these items has been carried into school, a paid member of staff has the right to search a child and their belongings. These items include:

Weapons (including knives)

Alcohol

Illegal drugs

Stolen items

Tobacco and vaping products, eg cigarettes

Pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)

Fireworks

Anything that has been, or is likely to be, used to cause injury or commit an offence

If we have reason to believe that a child has a banned item the child will be asked to leave the classroom with their belongings and parents will be called and asked to come in to school to search the child's bag.

Responsibility for Behaviour

It is the responsibility of all members of the school community to uphold the expectations of our school Behaviour Policy.

SENCo – will write and review the policy and monitor its implementation and offer regular training to staff.

School Governors – will agree the policy annually and liaise with eh SENCo regarding it's effectiveness.

Senior Leadership Team – will ensure the policy is understood by all staff and is applied consistently and fairly.

Teachers – will ensure that they are familiar with the policy, will implement it in their day to day practise and will attend regular training.

Pupils and parents/carers – will be familiar with the 'child friendly policy' and will support it's implementation.

The Remit of this Policy

This policy will apply on the school premises during the school day, on school visits, on journeys to and from school, at any time when wearing school uniform or identifiable as a pupil at the school in any other way. Sanctions will always apply when a child's

behaviour has repercussions for the orderly running of the school, is threat to another pupil or adversely affects the running of school. Sanctions will only be given on school premises and during school time.

Any behaviour instances reported to a member of the Senior Leadership or Safeguarding Team will be recorded on CPOMS. This will allow us to analyse any patterns of behaviour and to offer support as appropriate.

If incidents occur off the school premises and outside of school hours, parents/carers are responsible for this behaviour.

This policy should be read in conjunction with the following policies and documents:

- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.
- Special Educational Needs and Disabilities Policy
- Equality policies
- Child Protection and Safeguarding Policy
- Policy on positive handling and the use of reasonable force (Swindon Borough Council 2008)
- Keeping Children Safe in Education 2023