

Name of Policy	<b>Behaviour and Attitude to Learning (includes positive handling)</b>
Category of Policy	<b>Local school policy</b>
Approval Date	<b>Updated September 2020 and approved by governors on 13/10/2020 Update January 2021 Further updates July 2021</b>
Approved by	Local Governing Body
	Resources Committee
	<b>Impact Committee</b>
Review period	July 2021
To be reviewed by	September 2022

**Policy Statement for Behaviour and Attitude to Learning**  
**Behaviour and Attitude Towards Learning Policy 2021/2022**  
**Garsington Church of England Primary School**

This policy explains our whole school approach to promoting responsible behaviour and a positive attitude towards learning. It also details the action that will be taken to address any inappropriate behaviour. Our policy reflects many of the recommendations from the EEF document Improving Behaviour in Schools  
[EEF-Guidance-improving-behaviour-in-schools-07-2021.zip](https://www.eef.co.uk/publications/Improving-behaviour-in-schools-07-2021.zip)

**The behaviour principles of the River Learning Trust are:**

- Commitment to Excellence
- Everyone Learning
- Respectful Relationships

**Our School Vision, Ethos and Red Kite School Values**

***Nurturing everyone to flourish in a community where all can believe and achieve.***

**The Parable of the Sower Matthew 13:1-23**

Our school vision and values are embedded into everything that we do at Garsington CE Primary School including all our school policies. In line with our vision and supporting parable we expect everyone to have high expectations for how they behave and what they can achieve. The parable of the sower reinforces how we can all grow to be successful learners. Each letter in Red Kite represents one of our school values. What Red Kite Values look like in school:

<b>R</b>	<b>Responsible</b> 'If you follow God's way, you will be like a little salt in a cooking pot, making the whole meal taste good; or like a lamp shining brightly in a dark place, bringing light so that all can see.' Matthew 5: 1-12	We can be trusted. We make sensible choices with learning and during play. We have whole school jobs.
<b>E</b>	<b>Enthusiastic</b> 'Work hard and cheerfully at whatever you do.' Colossians 3:23	We enjoy school and have fun. We get fully involved with our learning. We find out extra things and share these to help everyone to learn.
<b>D</b>	<b>Determined</b> God always has something for you, a key for every problem, a light for every shadow. A relief for every sorrow and a plan for every tomorrow. 'Stand fast in the faith, be brave, be strong.' Corinthians 16:13	We keep trying even when things get difficult. We challenge ourselves to try harder work. We see mistakes and feedback as opportunities to improve.
<b>K</b>	<b>Kind</b>	We welcome new pupils, visitors and staff to our school. We treat each other as we would like to be treated.

	'Dear children, let us love not just with words or tongues but with actions.' John 3:18	We make sure everyone can learn.
<b>I</b>	<b>I</b> ndependent "If you want to know what God wants you to do, ask Him, and He will gladly tell you, for He is always ready to give a bountiful supply of wisdom to all who ask Him." James 1:5	We know what we are learning and what we need to achieve. We find different ways to get unstuck and find solutions to problems. We see what needs to be done without being reminded.
<b>T</b>	<b>T</b> eam Player 'Let us be concerned for one another, to help one another, to show love and to do good. Let us encourage one another.' Hebrews 10 24-25	We actively listen to each other and build upon each other's ideas. We actively listen to our teachers and respond to their feedback. We play together and include everyone.
<b>E</b>	<b>E</b> nriched 'God has given each of us a different gift to use.' Romans 12:6	We get fully involved in school life. We recognise and celebrate everyone's talents and interests. We love learning from visitors, trips and extra clubs.

### Rights and Responsibilities and Expectations for Pupils, Staff and Parents

#### **Rights:**

- To be treated with respect.
- To be safe.
- To learn.
- To make mistakes without fear of criticism.
- To be listened to.

#### **Responsibilities:**

- To show respect to others.
- To keep safe and help others to stay safe.
- To enjoy learning.
- To allow others to learn.
- To give opinions in a constructive way.
- To listen to others.
- To model the appropriate behaviour towards others.

#### **Everyday Expectations:**

- Walk calmly and quietly around the school on the left with or without an adult.
- Open doors for each other.
- Say please, thank you and good morning.
- Use quiet voices inside the school.
- Respect displays and school property.
- Respect each other (actions and language).
- Respond and listen to **all** adults (countdown 5 to 0).

## Agreed Approaches, Rewards and Consequences

### Promoting Positive Behaviour

#### **i) Daily Routines and Processes**

EEF recommendation 1: *Know and understand your children* (behaviour is a communication, know pupil's context, greet each day, relationship check ins, 5:1 positive to negative interaction)

EEF Recommendation 2: *Teach learning behaviours* (create conditions to promote learning behaviours e.g motivation, resilience, making mistakes, achieving goals, self reflect on own learning behaviours).

EEF Recommendation 3: *Classroom Strategies* (clear structures, limits, high and consistent expectations).

EEF Recommendation 4: *Simple approaches as part of routine* (breakfast clubs, pre-corrective 1:1 conversations, 'Working with parents to support children's learning' EEF

EEF Recommendation 5: *Targeted approaches to meet needs of individuals* (classroom observations, pupil self assessment on behaviours towards learning, tailored approach)

EEF Recommendation 6: *Consistency* (staff training, everyone responsible, whole school approaches)

#### **Garsington specific approaches**

- Collective Worship and Assemblies. These are used to promote and discuss the school vision and values and link them to our Christian ethos and expectations.
- School prayers, displays and reflection help the children to reflect on their own and the behaviour of others.
- Praise Boards. These include our pupils of the week (linked to the vision/value/weekly class challenge) and other children who have been recognised for above and beyond behaviour/ attitude towards learning.
- Individual Achievement Records . KS2 pupils complete these every time they are recognised by an adult for a special achievement including pupil of the week or being given a special responsibility. KS1 has a Red Kite Sticker Chart. When completed children are celebrated in assembly and receive a Red Kite badge and pencil and have their photo on the Red Kite Achievers Board.
- Year 6 Prefects (model responsibility)
- Class and whole school responsibilities (Eco warriors, Friendship Time organisers, Young Leaders)
- School Council, Charities Council, Friendship Champions, wellbeing ambassadors and Learning Detectives
- House points and house rewards

#### **Weekly Events**

- Jigsaw weekly PSHCE lesson. Jigsaw is a mindfulness approach to PSHCE that covers 6 main themes; being me in the world, celebrating differences, dreams and goals, healthy me, relationships and changing me.
- Weekly Celebrations Assemblies (Friday afternoon)

#### **Termly Events**

- Termly Friendship Time organised by Year 5 pupils

#### **End of term**

- End of term house treat (extra play)
- End of term certificates (Pupil of the term linked to the value of the term as voted by the class, progress in reading, writing and maths)
- End of year trophies for English, Maths, Sport, Science and attitude towards learning.

#### **Additional Support**

- Routines for Vulnerable learners: Visual timetable to map the main activities of the day for all the children. Photos of key adults displayed. Run through the routine before each change of activity and ask the children to repeat back the expectations. Give regular time checks or use a mechanism for children to take responsibility for deadlines or changes in tasks. Make transition times i.e. first thing in the morning, after

break, returning from assemblies, predictable and routine. Make a specific time/routine for dealing with breaktime issues so that learning time is not interrupted).

- WRAP Plans (1:1 support for children) Template in this policy

### **Dealing with Inappropriate Behaviour: Consequences**

Feelings inform behaviour so when children are not following the expectations, staff will talk to the child about how they are feeling and try to re-engage them.

- The child's feelings will be verbally acknowledged. 'It looks like you are getting frustrated...Let's see if we can get you back to the green zone.' 'I'm going to help you to do this.'
- Thinking time either on the thinking bench outside or in designated space in the classroom/teaching room (Orange Zone).

Clear communication will be given from the adult for the reason the child is having thinking time but minimal interaction at this stage. Children may wish to use the indoor or outside reflection/prayer space.

After appropriate thinking time there will be a conversation with an adult for the child to recognise what happened, take personal responsibility, repair any relationships and understand what they could do differently next time. The child will be welcomed back to the playground/classroom when the situation has been resolved.

- Missing of breaktime to catch up with work missed either if not enough work produced or work time missed during time out at a thinking place.
- Red Zone given for reflection time out of the classroom with headteacher or Inclusion Lead. This may lead to further time out of class to complete work. The child is encouraged to reflect, repair and reconnect.
- External exclusion (fixed or permanent) See separate exclusion policy.

### **De-escalation Skills, Positive Handling, Reasonable Force and Team Teach**

Defusion and de-escalation skills are used by all staff in potentially challenging situations. Help scripts are displayed around the school. Positive Handling Plans for identified pupils are available from the Inclusion Lead. Staff make use of the DfE guidance: Use of reasonable force in schools (2013)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This document includes guidance on:

- Reducing the likelihood of a situation arising where force is required.
- Deciding if force is appropriate and examples of where force or restraint may be appropriate, for example, breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.
- Any force used should always be the minimum needed to achieve the desired result. Staff at Garsington have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances.
- All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept (numbered and bound book).
- Parents will be informed of any incident where force or restraint has been used on their child.
- Positive handling includes acceptable forms of intervention as stipulated on the TEAM TEACH foundation course:
  - Friendly hold, single elbow, double elbow, figure of four, the wrap, the shield etc which allow leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back
  - holding a pupil who has lost control until they are calm and safe
  - physically moving between and separating two pupils
  - blocking a pupil's path
  - where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' – for example to prevent a pupil running into a busy road or hitting or hurting someone
  - using more restrictive holds in extreme circumstances.

### **Pupils' conduct outside the school gates**

In line with this policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

### **Monitoring Behaviour**

It is the responsibility of the Behaviour Co-ordinator (Zara d'Archambaud) to manage, monitor and analyse procedures within the school in accordance with the policy in the pursuit of the highest standards of pupil behaviour. Behaviour is monitored by:

- Termly analysis of red zones and exclusions (recorded on CPOMS)
- Behaviour Plans
- Records and display linked to completion of individual achievement cards
- Lesson observations and ongoing visits to lessons
- Exclusions records
- End of term staff and pupil evaluations
- Annual questionnaires to teachers, teaching assistants, pupils and parents at end of academic year
- Verbal/physical abuse forms
- Racial incidents records
- Bullying incidents
- School Improvement Plan (Staff and Pupil Wellbeing)

### **Inclusion and Equal Opportunities**

Children have varied life experiences and needs. In consideration of this, it is necessary to ensure the curriculum and the means by which we deliver it, is inclusive and provides equal and appropriate access. Garsington CE Primary School is committed to inclusion. The school defines inclusion as a process of identifying, understanding and breaking down barriers to participation and belonging. In our teaching we aim to provide equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, medical concerns, attainment and background.

### **Other Relevant Policies**

Safeguarding and Child Protection Policy \*

E Safety Policy and E safety audit/action plan

Anti Bullying Policy

Collective Worship Policy (teaching of values)

PSHE and SRE Policy (linked to Jigsaw SMSC Policy)

Teaching and Learning Policy

### **\*Linked to safeguarding of pupils**

#### **Sexism and Racism**

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist/racist comments. Sexist/racist comments are those which discriminate based on sex or race. Sexism and racism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

#### **Sexual Harassment and Violence**

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names. sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature.

- online sexual harassment -non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, including, on social media.
- up skirting.

Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It should not be dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”

All staff at Garsington must challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.

All staff and pupils have a responsibility to report this behaviour. If pupils make these comments or show this behaviour, we will:

- Explain why the behaviour is not accepted and will not be tolerated  
Ask them to apologise to anyone the comment was directed at. Contact parents
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to exclusion if the pupil refuses to apologise in the first instance

Our Jigsaw curriculum will cover what healthy and respectful behaviour towards one another looks like.

## Summary of Behaviour Stages for Staff

### **Extra special recognition**

Public recognition in classroom for the above and beyond behaviour and attitude towards learning. This would include pupil of the week, end of term achievement certificates, being given a special responsibility e.g Prefect, Learning Detective, School Council.

KS1: Sticker in sticker chart

KS2: Entry recorded on individual achievement card

Completed Individual Achievement Card/sticker chart taken to Headteacher who will present it back to the child in assembly with an award pencil/Red Kite Badge.

Individual Achievement Card/sticker chart taken home to show parents.

Child's name and photo displayed on Red Kite display and in the Parent newsletter.

### **Verbal praise and House points**

House point tokens will be collected by house captains every Friday and put in the whole school house token counter in the hall.

The house with the most tokens will receive extra time at morning break on the last day of each term.

### **Thinking Time in classroom/thinking bench at lunchtimes**

**Reflect, repair, reconnect**

Thinking time either on the thinking bench outside or in designated space in the classroom/teaching room. Clear communication from adult to the child about the reason the child is having thinking time but minimal interaction at this stage.

After appropriate thinking time there will be a conversation with an adult for the child to recognise what happened, take personal responsibility, repair any relationships and understand what they could do differently next time.

Missing of breaktime to catch up with work missed either if not enough work produced or work time missed during time out at a thinking place.

### **Thinking Time with Headteacher/SLT**

**Reflect, repair, reconnect**

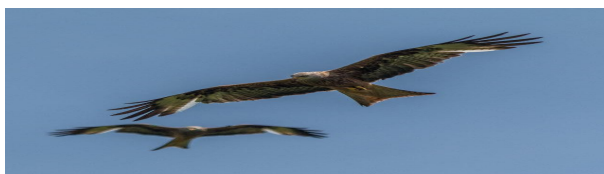
Thinking card given for reflection time out of classroom with headteacher or Inclusion Lead. This may lead to further time out of class to complete work. This could be for continued incidents in the classroom, deliberately hurting (verbally or physically) another child or adult.

Recorded by HT on individual record for the child.

Individual Behaviour Plans may be implemented.

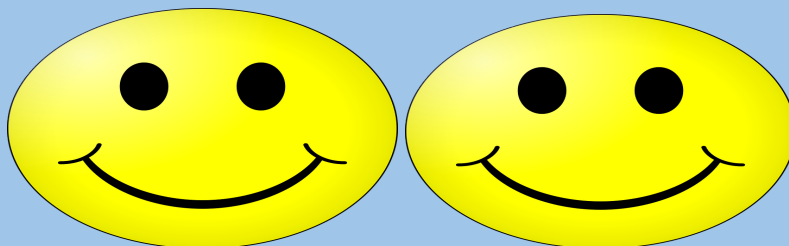
External exclusion as a last resort.

Be brilliant **Red Kite** learners at Garsington.



## Superstar!

Individual Achievement Card (KS2) and Red Kite Sticker Chart (KS1)



Be recognised for being brilliant and demonstrating the Red Kite Values.

## Well done!

Happy teachers/children and house points



Make sure you know what you are learning and how you can improve.

Thinking Time in classroom/thinking bench at lunchtimes  
Reflect, repair, reconnect



Thinking Time with Ms d'Archambaud or Mrs Guiry  
Reflect, repair, reconnect





## Red Kite Achievement Card Key Stage 2

**Nurturing everyone to flourish in a community where all can believe and achieve.**



**Name:**

Year:

[illegible]

# Congratulations!

**Please take your achievement card to Ms d'Archambaud to celebrate your success.**



# Red Kite Sticker Card Key Stage 1

Nurturing everyone to flourish in a community where all can believe and achieve.



Name:

Year:

Stick your sticker here.	Stick your sticker here.	Stick your sticker here.	Stick your sticker here.
Stick your sticker here.	Stick your sticker here.	Stick your sticker here.	Stick your sticker here.
Stick your sticker here.	Stick your sticker here.	Stick your sticker here.	Stick your sticker here.
Stick your sticker here.	Stick your sticker here.	Stick your sticker here.	Stick your sticker here.

Please take your achievement card to Ms d'Archambaud to celebrate your success.

## Team Teach Toolkit for Staff

### Garsington CE Primary School

Meet and greet pupils when they arrive in the morning.

Displays rules in the classroom.

Teach the rules, rights and responsibilities for all.

Make sure all sanctions and rewards are followed consistently.

Have a visual timetable displayed.

Have a plan for children who may misbehave. Make sure all adults who work in the class know the plan.

Understand pupils' special needs.

Ensure all resources are prepared in advance.

Keep the classroom tidy and organised.

Praise the behaviour you want to see more of.

Have clear routines for transitions and stopping the class.

Create limited choices.

Allow take up time.

Receive classes from the playground promptly.

Insist on pupils being quiet and calm when moving around the school and entering and leaving assemblies.

Use positive instructions e.g put your feet on the floor rather than don't kick

Use **Team Teach help script** when needed:

E.g. 'James, I can see you are feeling \_\_\_\_\_. I am here to help you.'

'Talk and I will listen.'

<b>The warning script</b>	<b>Restorative questions</b>
I have noticed that...	Can you tell me what happened?
This does not show kindness/responsibility...	What were you thinking at the time?
This is your warning. You need to...	What are you thinking now?
I remember when/I know you can (reference to previous positive behaviour) and I want you to be that learner now.	Who has been affected by your actions and why?
	What needs to happen now to make things better?
	Reflect, repair, reconnect

## Garsington CE Primary School: Behaviour Monitoring Target Chart

**Name:**



**Date:**

I will try to:

- follow instructions first time.
- be kind to the people I am working with.
- complete my work.

Every Yes or face highlighted = 5 minutes of activity time at the end of each day.

Activities to choose from: Lego, football/active game/craft activity with a friend.

	Monday	Tuesday	Wednesday	Thursday	Friday
Settled calmly?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
9.00-10.30/45	😊	😊	😊	😊	😊
Breaktime	😊	😊	😊	😊	😊
Settled calmly?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
10.45/11-12.00	😊	😊	😊	😊	😊
Lunchtime	😊	😊	😊	😊	😊
Settled calmly?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
1.00-1.30	😊	😊	😊	😊	😊
1.30-2.30	😊	😊	😊	😊	😊
2.30-3.05 Check all work completed and finish if needed. Add up time earned					
Activity time earned					

## Red Zone Reflection Card: 5 Steps of Restorative Practice

Name	
Date and Time of Incident	
How are you feeling?	
Are you ready to talk about what happened?	Yes/No
<p><b>Step 1:</b> What has happened? Start from the beginning...</p> <p><b>Step 2:</b> How were you feeling? What were you thinking? How do you think they were feeling?</p> <p>Let's see if we can get you back to the green zone. The adults are here to help you to do this.</p>	
<p><b>Step 3:</b> How do you feel now you have <b>reflected</b> on what happened? Who has been harmed and how? What has been the most difficult thing for you? (Responsibility)</p> <p><b>Step 4:</b> How can you <b>repair</b> relationships? What do you need to move forward? (Teamwork)</p> <p><b>Step 5:</b> Who do you need to <b>reconnect</b> with? What do you think will make things better? (Kindness)</p>	
<p>Consequences for your actions.</p> <p>Miss break/lunchtime/lesson time/trip/other</p>	
<p>How do you feel now?</p> <p>What can I do differently next time?</p>	



How Are You?  
(WRAP for children)

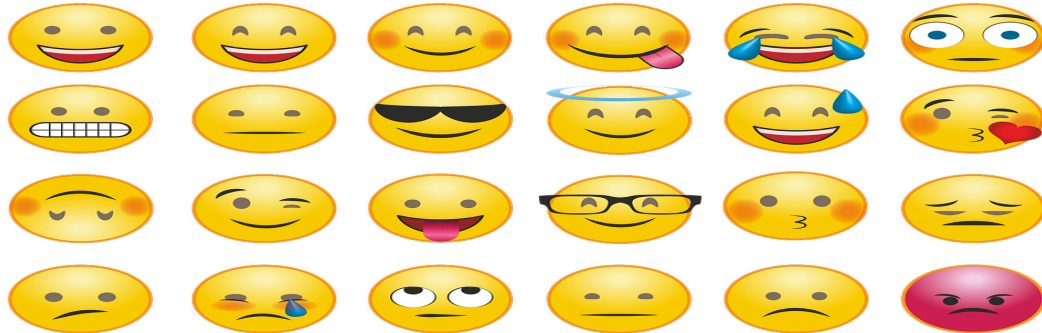
Date:

Name of adult and name of child:

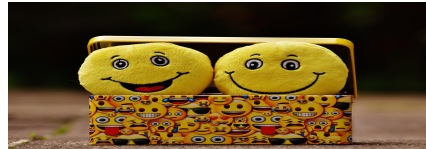
Both adult and child to answer the questions.

Can you see two emoji faces that are the same?

How are you feeling now? How were you feeling when you got up? Why?



What makes you feel good? What makes you happy?



Adult

Child

What makes you feel bad? What makes you sad?



Adult

Child

**What things are important for you to do everyday to feel okay?**



**Adult**

**Child**

**Who can help when you feel sad/angry/fed up and how can these people help?**



**Adult**

**Child**

**Is there anything in school or outside school that you would like to change to help you to feel happy?**



**Adult**

**Child**

**It's good to talk. When shall we talk about this again?**

