

Christ Church (Brondesbury) CE Primary School

Behaviour for Learning Policy



Date Approved	21st March 2024
Date of next review	Spring 2025
Signature	

Going for **GOLD** with faith

Christ Church (Brondesbury) CE Primary School School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a “family” by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

2 Corinthians 8:7

“But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too.”

Our vision is embedded within the Christian values of:

Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.

Our vision is expressed by all as “**Going for GOLD with faith**”.

This is explained and explored below:

Vision	Demonstrated as
G ive learning your best	<ul style="list-style-type: none"> • Try your best at everything • Follow the “give me five” rules
O wn your choices	<ul style="list-style-type: none"> • Be respectful and polite • Be honest and take responsibility for your words and actions
L ove yourself, as God loves you	<ul style="list-style-type: none"> • Love yourself, for you are special • Love your neighbours with all your heart
D ream big, work hard and pray	<ul style="list-style-type: none"> • Aim high • Always be ready to learn • With prayer, everything is possible

This policy reflects and supports our school vision in that through our expectation of good behaviour at Christ Church we strive to “...provide a supportive, safe, respectful and reflective environment in which all flourish” and to “provide the highest standards of learning for all” This is echoed in our Bible passage as we excel in our knowledge and in our Going for GOLD with faith statement as we give learning our best, own our choices and love ourselves and our neighbours as God loves us.

Introduction

This policy is intended for pupils, staff, parents/carers, governors and any visitors who visit our school site.






We provide a clear structure for a calm and happy school by:

- Encouraging a sense of pride in individual achievements and in the school community
- Employing restorative approaches to effectively manage behaviour.
- Providing PSHE and R.E lessons which support our Christian values.
- Fostering British Values which include:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Providing a clear, consistent system of rewards for the appropriate behaviours.
- Implementing clear, consistent sanctions for inappropriate choices.
- Encouraging positive relationships between everyone who attends or visits our school.
- Working in partnership with parents and other stakeholders and visitors.
- Promoting zero tolerance for bullying, including cyber bullying.







Our **GOLD** School Contract and our Classroom Rules give clear guidance to all stakeholders about the stages of our rewards and consequences.

(see table on the next page)

GOLD SCHOOL CONTRACT

<p>GOLD Cloud = right choices </p>	<p>Verbal reminder </p> <p>Can you make a better choice?</p>			
<p>Climb towards gold cloud by performing a Going for Gold activity throughout the day.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td style="padding: 2px 10px;">Going for Gold 1</td></tr> <tr><td style="padding: 2px 10px;">Going for Gold 2</td></tr> <tr><td style="padding: 2px 10px;">Gold Cloud</td></tr> </table> <p>There will be two steps to get to gold. (The steps below will be the <u>1st warning</u> and <u>2nd warning</u>.)</p>	Going for Gold 1	Going for Gold 2	Gold Cloud	<p>Still not making great choices <u>1st warning</u> Name will come off GOLD and be moved onto 1st warning</p> <p>Still not making great choices <u>2nd warning</u> Name will be moved onto 2nd warning (You may be moved to a new position in the class at this time.)</p>
Going for Gold 1				
Going for Gold 2				
Gold Cloud				
<p>Stay on GOLD all day and work towards a BRONZE, SILVER or GOLD certificate. Your name will be recorded in the Christ Church GOLD book, once you have achieved a BRONZE, SILVER or GOLD certificate.</p> <p style="text-align: center;"></p>	<p> Purple Cloud Reflection sheet or missed work to be completed at playtime/lunchtime. (If sanctioned on the day, you can return to starting point.) A letter will be given to your parents and this incident will be logged.</p>			
<p>Termly Prize Giving. Collect a special badge</p> <p style="text-align: center;">Bronze badge 30 points</p> <p style="text-align: center;">Silver badge (30 points) + 40 points</p> <p style="text-align: center;">Gold badge (30 points + 40 points) + 50 points</p> <p style="text-align: center;">Wear your superstar badge with pride!</p> <p style="text-align: center;"></p>	<p style="text-align: center;">Fresh start next day</p> <p style="text-align: center;">3 reflections over half term = Meeting with the Inclusion Leader, Class Teacher and Parent</p> <p style="text-align: center;">5 reflections over one term = Meeting with Assistant Head teacher or Inclusion Leader, Class Teacher and Parent</p> <p style="text-align: center;">Behaviour targets (report card) will be set with a 6 week review</p> <p style="text-align: center;">7 reflections + evaluated targets = over a term and a half Work outside the classroom for a day Meeting with Head Teacher, Inclusion Leader, Class Teacher and Parent External behaviour support will be found.</p>			

EYFS GOLD CONTRACT

<p>GOLD Cloud = right choices</p> 	<p>Verbal reminder Can you make a better choice?</p> 
<p>Children collect stars for their BRONZE, SILVER or GOLD chart.</p>	<p>Still not making great choices <u>1st warning</u> Name will come off GOLD and be moved onto 1st warning</p>
<p>10 chart stars = certificate 15 chart stars = certificate 20 chart stars = certificate</p> 	<p>Still not making great choices <u>2nd warning</u> Name will be moved onto 2nd warning</p>
<p>Stay on GOLD all day and work towards a BRONZE, SILVER or GOLD certificate. Your name will be recorded in the Christ Church GOLD book, once you have achieved any certificate.</p> 	<p>Still not making great choices <u>Purple Cloud</u></p> <p>Reflection Chair Nursery age = 3 minutes Reception age = 5 minutes Adult speaks to the child about how to improve their choices. Inform parent.</p> 
<p>Collect a special badge once</p> <p>Bronze badge 10 points Then on to Silver badge 15 points Then on to Gold badge 20 points</p> 	<p>Reflections are recorded and monitored.</p> <p style="background-color: yellow;">If more than 5 reflections, meeting with the EYFS leader Class Teacher and Parent.</p> <p style="background-color: green;">If more than 10 reflections, meeting with Inclusion Lead, EYFS leader Class Teacher and Parent.</p>

Lunchtime Behaviours

At Christ Church School, we have the same high expectation for playground behaviour as we have for in-class.

Our playground is divided into activity zones, with each class having a turn at each zone throughout the week on a rota system. The activities are monitored by the Teaching Assistants during the lunch break and by other staff members during playtimes. Staff who are on playground duty are encouraged to lead and join in activities with children in order to present positive role models for play.

Children who are new to school, or who for whatever reason are feeling left-out of games have the option to sit on our “Buddy Bench” – the green bench along the kitchen wall. Any other child who sees someone on the Buddy Bench and befriends them, or helps them to join in with activities will be nominated for making **GOLD** choices.

We have a system of “Golden Tickets” which can be won by classes for making good choices in the dining room and on the playground. Each awarded ticket results in a marble being added to the class jar. After 10 marbles, a class is given extra play for 5-10 minutes at some point in the week. When the marble jar is full, the children are rewarded with a special treat chosen in class between themselves and their teacher (e.g. a visit to the park, or a film afternoon).

Individually, children are expected to be working towards climbing the Gold cloud system during these times. **It is the responsibility of the adults outside to transfer any of this information in to the classroom.**

If there are any serious incidents on the playground, then, as with all behaviours, any sanction given should reflect the incident and not encourage repetition.

Parents as Partners

The school system requires partnerships with parents. It is important that children receive consistent messages about how to behave at school and at home. We share the **GOLD** school contract with parents at the beginning of each academic year and also on our school website. We expect parents to sign, read and support this behaviour contract annually.

We expect parents to support their child’s learning, and to co-operate with the school, as set out in the home–school agreement. We inform parents immediately if we have concerns about their child’s behaviour or welfare.

If the school has to use reasonable consequences to manage a child, we encourage parents to support the actions of the school. If parents have any concern about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact staff members outlined in the table below. If the problem cannot be resolved, the parent has the right to appeal to the Chair of Governors.

Parent Conduct on School Premises:

To safeguard the children, members of our staff team and members of our community, conduct should be **GOLD** at all times. **Any form of abusive behaviour will not be tolerated.** The Governing body and the Head Teacher reserve the right to withdraw permission for any person who behaves inappropriately to enter the school premises.

Under no circumstances should parents approach any children or other parents regarding any incidents here at school. This would include contacting the other parents outside of school hours in order to further discuss an issue being dealt with in school. This would be a safeguarding issue and may result in a site ban.

If there is an issue that has arisen please discuss this calmly with the appropriate member of staff, in the first instance, the Class Teacher. If the issue is not resolved, please see the paragraph below for guidance on who to contact. To facilitate confidentiality please do so inside the school building.

Parents will be notified if their child causes damage to school property. Should an item be damaged beyond repair, a replacement cost will be negotiated in line with our Charging Policy.

Who should I contact regarding an issue?

If you have a concern over behaviour issues at school, please contact the people below in the following order:

- Class teacher (in the first instance)
- Inclusion Leader
- Assistant Headteachers
- Headteacher
- Chair of Governors

Each person will try their best to find a resolution. The subsequent person should only be approached if the issue continues.

GIVE ME 5



Christ Church

Behaviour for learning expectation

1. We support and actively listen to each other
2. We calmly communicate our feelings
3. We think about how our actions affect others
4. We take responsibility for our own/our groups learning
5. We look after our school, the equipment and the environment

Pedagogy and practice to support our behaviour for learning policy

Managing Behaviour at Christ Church School

Christ Church (Brondesbury) CE Primary School's vision of "Going for **GOLD** with faith" underpins the school's behaviour management practice. Staff use focused praise to value children's work/play and behaviour. Boundaries are clearly defined. Children who are not able to adhere to them, their behaviour will be managed in line with the **GOLD** contract.

Restorative Practice in the EYFS

Staff are encouraged to use the following Steps:

1. Approach calmly stopping any negative actions.
2. Acknowledge child's feelings.
3. Gather information. Find out what has happened.
4. Restate the problem.
5. Ask for ideas and/or solutions and choose one together.
6. Be prepared to give follow-up support.

Restorative Practice:

As part of supporting pupils to manage their behavior effectively and appropriately, the school has introduced a restorative practice approach. This approach can be used to resolve disagreement between pupils, or any members of the school community (see Appendix 2 for restorative language prompts).

The purpose of restorative practice is to enable pupils to think for themselves about how to respond to challenging situations. Pupils learn to build trust, develop more considered and measured responses and communicate more effectively. Pupils are then able to take these skills into adult life.

Restorative practice can be used to:

- Enable participants to communicate effectively and positively.
- Build relationships and repair harm
- Resolve conflict
- Agree outcomes/restitution.

The approach to restorative practice in school usually involves a facilitated restorative meeting which enables individuals to work together to improve their mutual understanding of an issue and jointly reach the best available solution. But in some cases a less formal approach, based on restorative principles, may be more appropriate.

Restorative practice works to support our 'Going for **GOLD** with faith' values and provides an approach through which pupils can "own their choices" and "take responsibility" for their words and actions in a safe process without harming self-esteem or confidence.

GUIDANCE ON STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

STAFF HANDLING OF APPROPRIATE BEHAVIOUR – What we do:

- Use the positive directives in the 'Going for **GOLD** with faith' and 'Give me Five' class rules in order to manage pupil behaviour affirmatively.
- Use the reward systems in place such as **GOLD** certificates where appropriate.
- Use praise and encouragement at every opportunity to foster positive self-esteem and positive attitudes towards learning.
- Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures.
- Provide a role model of calm self-management in all relationships with children, parents and other staff.
- Support the principles of our **GOLD** values. Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to enable this to happen.
- When supporting children's behaviour, be clear about the Antecedent, Behaviour and Consequences (A B C) and act responsibly. (See appendix 1).
- Use the whistle blowing procedures to ensure inappropriate behaviour management is dealt with.
- Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils anywhere in the school.
- Employ rewards and sanctions in a fair and consistent way.
- Communicate pro-actively with parents and show willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent to support the child and the school.

INAPPROPRIATE BEHAVIOUR –What we do:

- Use restorative practice when appropriate to empower pupils to resolve conflicts.
- Report any incidences of bullying, (including cyber), racial or abusive incidents on the school forms provided.
- Follow the procedure as outlined in the **GOLD** school contract.
- Give time for a child to be ready to discuss their behaviour and any worries so that a solution can be found.
- State clearly what the inappropriate behaviour is and how to change it.
- Refer to the 'Going for **GOLD** with faith' vision and contract and discuss how the behaviour is affecting the child's learning and possibly the learning of others.
- Discuss problems/reprimand pupils in a private space away from others – avoid addressing more than one pupil at once.
- Use positive directives telling children what **to** do rather than **not** what to do.
- Keep the focus on the primary behaviour. Tactically ignore the non-verbal secondary behaviour.
- Any form of confrontation or argument **MUST** be avoided.
- Sarcasm, humiliation and put downs are strictly not allowed.
- Use a calm, quiet voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome.
- Always re-establish relationships after correction actively practice forgiveness.
- Behaviours which affect the safety of children must be reported immediately to a member of the Senior Leadership Team.
- Exercise positive handling (restraint) of a child only in strict accordance with the LDBS/Brent regulations (see Physical Handling Policy)

Appendix 1

Christ Church uses the ABC approach when observing behaviour.

The ABC of Behaviour

This is a useful way of thinking about why a child is behaving in a certain way. It starts with the premise that the majority of behaviour is rational. It is optimistic – if a behaviour has been learned, it can be unlearned. The ABC model suggests that behaviour can be understood in terms of:

A Antecedents:

- What happened immediately before the misbehaviour, the events that led up to it?
- What was the provocation, who did or said, or did not say, what?
- What was the setting for the behaviour? Is it always at the same activity, with the same child, or children?
- Does it always happen at certain times of the day or on the same day of the week? (Does it happen regularly on a Monday after weekend visits with an estranged parent?)

B Behaviour:

What precisely did the child do?

C Consequences:

- What happened as a result of the behaviour?
- How was the problem dealt with?
- What did the others do?
- How did they react?

Remember that the consequences might be reinforcing the undesirable behaviour, for example, gaining adults' attention, peer approval, avoiding disliked activity.

The main question to ask is 'what is the child getting out of behaving like this?'

Problem behaviour: New skills to be taught and rewarded

Snatching things

Making appropriate requests

Pushing other children

Playing a game with one of two children

Slamming doors

Shutting doors quietly

REMEMBER – Whatever strategies you use to manage inappropriate behaviour you must be consistent in your approach.

Please see other policies and statements which relate to this policy:

1. Safeguarding Policy
2. Special Educational Needs Policy
3. Charging policy.
4. Equality statement.
5. Physical Handling Policy

This policy has been written with regard to:

1. Mental Health and Behaviour March 2015 DfE
2. Behaviour and Discipline in Schools January 2016 DfE
3. PREVENT strategy July 2015 Government.uk

Appendix 2

Restorative Prompts

To the wrongdoer	To the victim
Tell me what happened?	Tell me what happened?
What were you thinking at the time?	What did you think when it happened?
What do you think about it now?	How has it affected you?
Who has been affected by this, in what way?	What's been the worst thing for you?
What do you need to do about it?	What is needed to make things right?
How can we make sure this does not happen again?	How can we make sure this does not happen again?
What can I do to help you?	