



# Pinfold Primary

'Learning is our passion'

'Small but mighty!'

## **Positive Behavioural Management and Behaviour for Learning Policy**

Head: Claire Gagigo

Chair of Governors: Sue Kenny

***We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring 'Faraway Curriculum' will create independent, critical thinkers, confident, responsible and caring; high reaching learners, who can see the magic in our world. They will gain the skills, knowledge and strength of character to be able to keep themselves and others safe and happy, challenge discrimination and make our world a better place.***



## Today's children a poem by Gabriella Mistral

Humankind owes to children the best it has to give  
Their life is fragile  
If they are to have a tomorrow  
Their needs must be met today  
Many things can wait, but not the children  
Now is the time that their bones are being formed  
Their blood composed and their senses developed  
We cannot answer their 'tomorrows'  
Their name is today

### Rationale

At Pinfold, we believe in positivity, nurturing and caring. We discuss feelings, actions and behaviours with our children and encourage them to be reflective and give them the skills to make the right choices. We aim to give them the emotional literacy skills they will need to live happy and safe lives caring for others and helping to make the world a better place. **Emotional Literacy** is the term used to describe the ability to put feelings into words, understand, and express those feelings. **Emotional Literacy** involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt. These are not easy skills. We teach children about their emotions and how to express themselves starting in the nursery year, through discrete PSHE and RSE lessons and Circle Times, in assemblies and also in our everyday modelling of upstanding behaviour, modelling strength of character and kindness to the children. A nurturing culture fosters kindness and understanding.

We discuss our expectations of behaviour with staff and the children. We talked about the behaviours we need to ensure our lives at school are happy, inspiring and safe. We used this information to create this system. We promote an environment where children are ready and eager to learn, develop trust and respect for each other and our environment.

Our children are all unique individuals. We treat them fairly and yet in accordance to their needs. We believe children should never be punished. We need to teach children there are consequences for actions: natural consequences such as from risk taking play and logical consequences.

### Natural Consequences

We will discuss natural consequences with the child. For example if you climb high and put your foot onto a branch before checking it is rotten then you are more likely to fall and hurt yourself. We learned the hard way that wellies and wet branches are not a safe mix, for example,

### Logical Consequences

For example if someone drew on the table, we would ask them to clean it off- not in their play time etc., just because it is the expectation not to draw on the table and we should not expect other people to clean up if we make a wrong decision, we need to learn to clean up after ourselves. The adult must make sure the consequence is linked to the behaviour and is administered with support.



Dean Cotton, founder of PBS, devised three questions, which have been proven to help change behaviour for the positive. We will use these questions consistently with our children:

### **Three L's**

**L- Listen: What happened?**

**L-Link: How did that make you feel?**

**L- Learn: What could you do the next time you feel like that? How can we help with this?**

As educators, we know children sometimes engage in rough and tumble behaviour. This will be addressed if it gets too rough, by talking to the children about how to refrain from hurting each other, however this is a natural part of human development and may not always need reporting home unless someone gets hurt. We are in the business of educating children. Children make wrong choices and mistakes. This is how we learn.

*“Mistakes are welcomed because that means we are learning. When we make mistakes, our brains spark and grow. Mistakes are not only opportunities for learning, as students consider the mistakes, but also times when our brains grow, even if we don't know we have made a mistake.”*

Mathematical Minds Boaler (2016)

### **Children Learn What They Live**\_a poem by Dorothy Law Nolte

If a child lives with criticism

It learns to condemn

If a child lives with hostility

It learns to fight

If a child lives with ridicule

It learns to be shy

If a child lives with shame

It learns to feel guilty

If a child lives with tolerance

It learns to be patient

If a child lives with encouragement

It learns confidence

If a child lives with praise

It learns to appreciate

If a child lives with security

It learns to have faith

If a child lives with approval

It learns to like itself

If a child lives with acceptance and friendship

It learns to find love in the world



## **Behaviour for Learning**

Behaviour for learning is a theory that places the development of every child at its core; with positive behaviour comes positive learning. It therefore follows that one of the most important parts of your job is motivating students and managing their behaviour in the classroom thereby creating an atmosphere and ambience that promotes learning. At Pinfold Primary we believe that passionately and strive to ensure our environment is and enabling one.

## **Expectations**

It is the expectation that all our children will behave kindly and be responsible for their own actions. We teach children to be welcoming, respectful, to challenge discrimination and to champion equality and being fair.

To show the children we mean business we have made a conscious decision that we will no longer have a reward system. We intend to be fair and reward systems tends to mean children who have more difficulty managing their behaviour can sometimes end up with more rewards than children who are in control of their behaviour at all times.

In class we have challenges and children will learn to be proud of themselves, when they achieve a challenge or learn something new, the reward will be intrinsic and therefore meaningful and lifelong.

Some children have Targeted Learning Plans for emotional wellbeing and mental health. Useful and effective strategies must be shared with all staff, to ensure understanding and consistency for that child.

## **All adults in Pinfold Primary**

Whilst we understand teachers use different tones whilst teaching. For example a raised voice or louder tone when directing children or giving an input or using a really scary loud voice when being a troll, witch or giant.

All staff will remain calm in all situations therefore there is never any reason to raise our voices in anger to a child or other member of staff, or shout.

If at any point an adult does not feel calm, they must tell another adult and ask for support.

## **We have Pupil Councillors to help us lead the school:**

The children who are comfortable doing so, give a speech during assembly and then we democratically vote for two councillors, annually. These children will have responsible roles in the school and will be the one to talk to visitors about the learning in our school.

## **Dinner times:**

It is the responsibility of the lunchtime supervisors to manage the behaviour of the children. This should be achieved by following exactly the same procedures as the rest of the school and set out in this policy. Sessions must be managed so that staff are with children and responsible for what is going on.

Staff must be aware of where they are standing- do you have your back to the children when giving out food? Can you see behaviours as they are about to happen? Try and talk to the children asking them what may happen if this behaviour continues and what can they do to prevent this happening?



Arrange yourselves so you can scan the room and playground at all times when dishing out food. Engaging in play with the children, who desire it on the playground will improve behaviour.

Lunchtime staff must expect respect, for example, children should say please and thank you and not talk with their mouth full when answering a member of staff. Children must be reminded when they forget and praised when they do.

Children must not walk around with food, inside, outside or in the woods. They may sit down and picnic in the woods.

### **Dinner time Monitors and Playground Leaders**

Each day two children are chosen to be dinner time monitors.

If children wish to engage in sports or playground leader games an area of the playground will be cordoned off. The games will be played on this area and children will be reminded to not run over it.

It is good for anyone to have a warning when a change will happen. Lunchtime staff must ensure a whistle or tambourine is sounded 10 minutes before 1pm so children can finish their game and then have a 5 minute reminder to tidy up. Adults must not put resources away. We need to train the children so they will do it automatically.

### **Parents and Communication Home**

Parents can be confident we always follow school policy and procedure. Poor behaviour will be addressed according to policy. It is unlawful for anyone in school to discuss another child or another child's behaviour with a parent. Nor will we divulge behaviours or consequences, although we all know our children will tell you!

Early Years practitioners generally speak to parents on a daily basis chatting about how their children are getting along.

All children will receive a termly Parents Evening and an end of school report home.

Any behavioural celebrations or issues will not be saved up for those meetings. We send home postcards to let you know when your child has made great achievements and if there are any issues, we will catch you after school or make a quick phone call or email, to keep you in the loop with the behaviour and how it was sorted out.

Any unwanted behaviour will be recorded in our Behaviour Log. If we need a meeting to plan a way forward we will do so. We will never discuss your child with another parent. If an incident occurs with more than one child, we will say 'another child'. We realise the children themselves may tell you 'who did what' but this is a small family school and we need to keep confidentiality to ensure our children and our lives are safe from finger wagging and blaming. We are sure you understand and will help us in this matter.

At any point if you have any celebrations or concerns you want to share with us, please inform school as soon as possible. We need to address issues as they arise so we can help the children to feel happy and safe and guide them how to make things better. If your child achieves a swimming certificate or any other achievement outside of school please send them in and we can show them off in class. We will give out any certificates out, for example achieving 20 metres swimming, during assembly.

### **Attendance**

Claire Gagigo

Pinfold Behaviour Management and Behaviour for Learning Policy



We value attendance and expect children to be here every day when they are well. However if a parent has difficulty bringing a child to school or books a holiday in term time for example, this is beyond the child's control and so they should not be rewarded or punished for attendance. We will no longer reward your children for good attendance. We are keeping our Attendance Policy, where parents are encouraged to ensure children are in school for every session and arrive on time.

We promote equality, teach children to challenge discrimination and not be a bystander. Where children or staff say inappropriate words we will address this with the same three L's as above. However if this is persistent and the intention is to hurt or harm anyone- any extreme behaviours: racism, radicalisation, violence or bullying, either with children, staff or parents, we will refer to Government Guidance and adhere to laws set out in the:

Education Act 1996, 2001, 2011, Equality Act 2010, Schools Regulation 2012

In addition, we will refer to the Keeping Children Safe in Education document:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Racist acts will be reported to the police and radicalisation will be reported to Channel. We will always take advice from our LCC School Advisor and Lancashire Legal Department.

Written by: Claire Gagigo

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