

Featherstone Primary School

Behaviour for Learning



Aspire, Believe, Succeed

Agreed by Governors: **Approval date:** 20.03.25

Review date: Every three years

The expectations for learning behaviour are taught explicitly alongside the traditional National Curriculum subjects. Children should learn these expectations so that they can recall this information and act upon it.

This expected behaviour, together with the pledge is taught during the first week in Autumn term. At the start of each term, the expectation is revisited with pupils and will continue to be reinforced throughout the year.

Positive behaviour will be taught to all pupils in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.

Teachers will focus on defining positive behaviour and making it clear what this looks like. They will demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term in and outside of the classroom). For example, lining up quietly outside the classroom and different locations before a lesson and what is good learning behaviour.

Our Values

Featherstone Primary School is proud to be a Values-based school. In order to give our children the opportunity to thrive socially, morally, personally and culturally, each Value is studied in-depth during the month. It is introduced and worked upon in-class and then consolidated and extended in Key Stage Collective Worship. The Values are linked throughout the curriculum, especially through PSHE and RE, as well as through daily school life.

In actively teaching and promoting our Values, we aim for our children to develop into well-rounded individuals who care for themselves, others and society.

Our **11** Values are:

Month	Value
September	Respect
October	Diversity
November	Friendliness
December	Honesty
January	Self-discipline
February	Trust
March	Co-operation
April	Patience
May	Self-belief
June	Courtesy
July	Aspiration

Pupil Pledge

Pupils at Featherstone will agree, and pledge their commitment, to society, and to uphold the rules of the school.

At the beginning of the school year, pupils will be reminded of the expectations set out in the school pledge. Teachers will ensure that pupils understand this.

The three values that link to the behaviour around school are:

- **Be Respectful**
- **Be Responsible**
- **Be Co-operative**

As a pupil of Featherstone School, I pledge to...

- Be Respectful
- Be Responsible
- Be Co-operative

Commitment to British Values and Society. Pupils pledge to:

As a citizen of Great Britain, I pledge to...

- Uphold the values of Great Britain.
- Use my democratic freedom to make the right choices.
- Appreciate the importance of the Monarchy, its Parliament and their roles.
- Be a responsible citizen in my community.
- Stay safe online and use technology responsibly.
- Treat everyone equally and respect their choices.

What does this look like in class?

Be Respectful	Be Responsible	Be Co-operative
Actions Say please and thank you Hold doors open for others Talk kindly to others Say good morning and good afternoon	Actions Being ready for school with the right equipment (incl. P.E Kit) Tidying up learning spaces Completing your homework on time Accepting responsibility if you make a mistake and saying sorry.	Actions Giving your teacher 100% of your attention Listening carefully to instructions Working well with others in class Sitting still and not fussing
As a result of being respectful	As a result of being responsible	As a result of being co-operative
People will say you have good manners People will say that your character is kind	You can be trusted to be independent You can be trusted not to forget You can be trusted to remind others	You will not miss any learning You will know what to do You will produce more work to the best of your ability

Expectations and what pupils should know

Classroom Routines.

- Know the order that you should line up in.
- Know that you should line up without leaning against the wall.
- Know the routine for entering the classroom and getting ready for work.
- Know where you sit in class and carpet places.
- Know the routine for handing out and collecting exercise books.
- Know where to hang up your coat and bag in the classroom
- Know that you should only go to the toilet at playtimes and lunchtime or if you are ill during lessons.
- Know that you need to have all your equipment ready for learning including bringing P.E. kit.
- Know that any deliberate damage to school equipment will incur a cost or consequence.
- Know how to put your hand up quietly to answer or participate in discussions.
- Know not to shout out in class.

What you should know - Learning Routines

- Face forward, hands together
- Always sit up straight
- Never interrupt
- Follow the speaker

The Classroom Environment

A well-structured classroom environment is paramount to preventing poor behaviour.

Teachers will create opportunities at the start of the academic year to discuss what rules and boundaries are i.e. opportunities for pupils to understand sharing and taking turns will be taught as well as the importance of understanding keeping hands, and feet and objects to themselves.

Classroom rules and routines

Teachers will:

- Communicate and ensure that children understand these expectations
- Create opportunities so that all pupils from EYFS to Year 6 practice routines in school
- Ensure that all staff remind, check and practice routines and expectations.

<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
Introduce the Pledge		Revisit Pledge		Revisit Pledge	
Learning behaviour expectations taught	Reminders about Routines and expectations	Revisit content related to learning behaviour	Reminders about Routines and expectations	Revisit content related to learning behaviour	Reminders about Routines and expectations
Practice routines and expectations		Practice routines and expectations		Practice routines and expectations	

Praise and celebration

At Featherstone Primary School, we drive making the correct behaviour choices through positive behaviour systems.

Behaviour Bank (celebrating whole class positive behaviours).

Featherstone Bank encourages whole class positive behaviours and behaviour choices. Each class can work together **to earn up to 20 coins for their class bank account on a daily basis.**

Coins can be given out by that class teacher where the whole class has worked towards demonstrating a desired behaviour this includes:

- Everyone focusing on learning behaviour in class.
- Everyone working hard on a given task.
- Excellent lining up at the end of playtime and lunch time.
- Being responsible.
- Being respectful.
- Excellent class cooperation.

In addition to this, senior leaders can also give out coins when they see classes demonstrating these whole class behaviours.

At the end of the week.

At the end of the week, the class teacher will count up the total number of coins and will add this to the total coin balance for the term. This will be displayed in class.

Exchange coins for a prize.

Each term the class will choose a representative who will take the total to the Head Teacher or member of the Senior Leadership Team to exchange their coins for a class prize.

Can coins be carried forward to the next term?

Each term the class will start a fresh. Classes will not be able to carry their coin balances over.

How many coins can each class collect in a term?

The maximum number of coins that a class can collect.

Term	Number of weeks	Per term	Total number of coins
Autumn 1	7 Weeks	700	1400
Autumn 2	7 Weeks	700	
Spring 1	6 Weeks	600	1200
Spring 2	6 Weeks	600	
Summer 1	5 Weeks	500	1200
Summer 2	7 Weeks	700	

Converting coins to a prize

At the end of the term. A class that has over the number of coins in green can exchange their total balance for a class prize from the award cupboard.

Total number of coins	1400 coins Autumn 15weeks	1200 coins Spring 11 weeks	1200 coins Summer
0 – 100	No prize	No prize	No prize
101 - 200	No prize	No prize	No prize
201 - 300	No prize	No prize	No prize
301- 400	No prize	No prize	No prize
401 - 500	No prize	No prize	No prize
501 - 600	No prize	No prize	No prize
601 - 700	No prize	No prize	No prize
701 - 800	No prize	Prize 1	Prize 1
801 - 900	No prize	Prize 2	Prize 2
901 – 1000	Prize 1	Prize 3	Prize 3
1001 - 1100	Prize 2	Prize 4	Prize 4
1101 - 1200	Prize 3	Prize 5	Prize 5
1201 – 1300	Prize 4		
1301 - 1400	Prize 5		

Prize	Autumn	Spring	Summer
1	Extra playtime for 15 min	Extra playtime for 15 min	Extra playtime for 15 min
2	Extra playtime for 30 min	Extra playtime for 30 min	Extra playtime for 30 min
3	Doughnuts / Cookies	Doughnuts / Cookies	Doughnuts / Cookies
4	Choc Ice	Choc Ice	Choc Ice
5	Class Pizza	Class Cake	Ice Cream Van

Other forms of praise

Class Dojo is an online behaviour management system intended to foster positive pupil behaviours and classroom culture. Pupils earn 'Dojo Points' based on their learning behaviour, effort in work, and when they demonstrate our school values.

Good Work certificates will be given out weekly. This certificate celebrates a pupil who has produced an excellent piece of work, demonstrated high levels of determination or shown excellent improvement in learning. Children will receive two 'thumbs up' for achieving this.

Pupils may share their excellent learning or progression with the relevant subject leader or a member of the Senior Leadership Team.

Class Stickers Individual stickers and certificates can be given out at the teacher's discretion

Curriculum Awards Assembly

Certificates will be given out each half term for a child who has shown achievement/ progress in reading or writing. These certificates will be presented in a special assembly led by the English/ Maths subject leaders.

Headteacher's Award Assembly

Parents who wish to nominate their child for the special assembly awards who have received an award outside of school i.e. sports clubs' awards, special awards, helping in the community or charities. At the end of each term, parents can nominate their child for an Headteacher's award.

Responsibilities / Monitors

Pupils are given the opportunities to take responsibilities in school. These include:

Values Ambassadors

Librarians

Reading Buddies

Place2be Advocates

Lunchtime Play Leaders

Book Club Leaders

Managing Behaviour in School

Class Reminders

Good behaviour is an expectation at all times within our school; however, clear processes for managing any behaviours which do not follow this are in place. Children are encouraged to reflect on these behaviours in a restorative manner to ensure a safe and positive learning environment.

If a pupil fails to keep one or more of the class expectations or demonstrates an action against one of our school values, member of staff will initially give the child a first reminder. During this, the child will be reminded of the school's expectations and what they need to do to change this behaviour. If the child changes their behaviour and demonstrates the expectation, the member of staff may praise the child and the reminder will be removed.

However, if the child repeats the behaviour, the child will be given a second reminder. The pupil is encouraged to make the right choice by being reminded again of the school expectations. If the child changes their behaviour and demonstrates the expectation, the member of staff may praise the child and the reminders will be removed. If a child is repeatedly getting second reminders, the class teacher may inform parents.

Reflection time

If the child receives a second reminder and continues to demonstrate behaviour against the school expectations, they will be informed by the member of staff that they will be discussing their choices at play time/lunchtime.

The member of staff will discuss with the pupil their actions using the restorative approach. The amount of play or lunch missed is at the discretion of the class teacher, relative to

child's age and reason for reflection. Class teachers will inform parents via phone call if they have received reflection time during the day.

Detention time

Where a child has already had a reflection and continues to make poor choices, the child will then be sent to a detention at playtime. The detention will last the duration of the playtime.

Behaviours in the classroom	Outcome
1st reminder <ul style="list-style-type: none"> • Be Respectful • Be Responsible • Be Co-operative 	If a child receives a 1 st reminder and as a result, makes the correct choices, class teacher will remove the 1 st reminder and praise the child. If a child receives a 1 st reminder and does not improve their behaviour choices, they receive a 2 nd reminder (see below).
2nd Reminder Repeating actions from 1 st reminder	If a child receives a 2 nd reminder and as a result, makes the correct choices, class teacher will remove both reminders and praise the child. If a child receives a 2 nd reminder and does not improve their behaviour choices, they have some reflection time (see below). Repeated 2 nd reminders will be entered onto CPOMs by the class teacher.
After 2nd reminder - Reflection in class (during play) Reflection is for pupils who do not improve their choices after two reminders.	A child who has two reminders followed by reflection, spends some time (play) with the class teacher, who facilitates a discussion with a restorative approach. The amount of play or lunch missed is at the discretion of the class teacher relative to child's age and reason for reflection.
Detention at Playtimes After a reflection if the child's behaviour does not improve then this will warrant a detention. It is for pupils who do not improve their choices after having had some reflection time with the class teacher. The detention time will take place in the hall.	Where a child has 2 reflections over the course of one week, or, a child receives reflection time regularly (i.e. once per week) and continues to make poor choices in their behaviour then this will warrant a detention. Parents are informed by class teacher if a child reaches this stage.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support that is being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
 - Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
 - Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition.
 - Training for staff in understanding autism and other conditions.
 - Review the school day timetable for a short period of time.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"
- Rather than say "Please can you do this" instead say "I want you to do this – thank you"

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the Senior Leadership Team and staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary.
- Short-term behaviour report cards.
- Long-term Individual Behaviour Plans.
- Engagement with local partners and agencies (I.e. City of Birmingham Schools).
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exists



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