

Behaviour Learning Policy

Introduction

Positive relationships between staff and pupils are the foundation on which good order and discipline are based at TRUST Primary Learning Support Centre. Our ultimate aim is for children to develop self-awareness and self-discipline in order for them to be able to recognise and regulate their own feelings. We aim to achieve this by creating an atmosphere of mutual respect and a sense of collective responsibility.

Aims

Through the implementation of this policy we intend to:

- Enhance pupils' self-esteem.
- Encourage individuals to recognise and respect the rights of others.
- Affirm co-operation as well as responsible independence in learning.
- Promote the values of honesty, fairness and respect for others and property.
- Help develop pupils' self-discipline and self-control.
- Enable pupils to be on task with their learning.
- Encourage ownership of behaviour and accountability.
- Enable rational conflict resolution.

All staff will:

- Positively look for opportunities to praise pupils in an effort to make all pupils feel valued.
- Promote the reward/sanction system fairly.
- Model the types of behaviour which should be encouraged, e.g. appropriate classroom voice, correct language use, self-control, etc.
- Display work, with children's names, to help increase self-esteem and foster a sense of belonging and ownership.
- Have fair and consistent approaches to both positive and negative behaviours.
- Ensure that a climate of acceptance and respect exists for all pupils.
- Listen to every child's viewpoint.
- Provide a stimulating environment to motivate pupils.
- Be specific with praise and correction so that a child will know precisely what they are doing well or not well.
- Be mindful of each child's individual journey.
- Be organised and prepared so that opportunities for disruption are minimised.
- Encourage pupils to take responsibility for themselves and their behaviour through reflection.

Rewards

Our focus is to support appropriate behaviour with positive reinforcement of effort, expected behaviours and focusing on pupils' achievements i.e. catching pupils 'getting it right'. It is important that all staff seek opportunities to praise effort and good or improved behaviour, in class and around the centre, during lessons and at break times. Praise should be frequent, specific and consistent.



Children will earn T-tokens for things such as showing good manners, being polite, being helpful, putting effort in to their learning tasks, demonstrating good learning behaviours and following instructions. Each token is initialled on each individual child's sheet by the adult who awards it along with the reason why the token was awarded e.g. *polite, manners, helpful* etc. Once a child has completed their token chart, they can choose a prize from the treasure chest.

Reward Time

Each child has three targets: these usually consist of two related to aspects of their behaviour that they need to work on, and one related to an element of their learning. These targets will be displayed on each child's Weekly Record sheet and will be reviewed at the end of each session. Whether or not targets have been met will be discussed with children at the end of each session. They are encouraged to discuss whether they have met each individual target or not and give reasons for this (this includes at the end of breakfast, each break and lunch time using the breakfast/break and lunch time targets). The amount of targets they have met accumulate and translate in to reward time. This accumulated reward time is taken at the end of each morning (for the amount of targets they have met throughout the morning sessions) and the end of each afternoon (for the amount of targets they have met throughout the afternoon). Children choose what reward activity they want to do from the given choices. The morning is divided in to seven sessions with the afternoon divided in to three sessions and the targets that children have met are recorded as follows:

3 = 3 targets met

2 = 2 targets met

1 = 1 target met

0 = Unacceptable or 0 targets met

U = Unsafe

If a child has not earned reward time, an adult will have a restorative conversation with them. This is so they can consider the reasons why they haven't got any reward time and what they can do differently next time to ensure that they do not miss out on this. Any children not earning reward time may be asked to complete any work missed due to their behaviour choices or will be offered an activity of the adults' choosing.

Warnings and Sanctions

There will be occasions when pupils make inappropriate choices. Just as we reward pupils for positive behaviour choices through positive consequences, it is important that they understand there are negative consequences for inappropriate choices. Sanctions will always be fair, proportionate and administered consistently.

Children will be given ample opportunity to correct inappropriate choices themselves through being reminded of their targets. If the behaviour persists, a sanction will be given e.g. target/targets not earned when reviewing these at the end of the session; any work not completed due to inappropriate choices will be completed in what would have been the child's reward time.

For some behaviours such as persistent calling out, task avoidance or refusal to complete work, children may initially be offered time-out on the sofa/beanbags or a choice of a brief task that they like to do (for example, reading quietly for a few minutes or mindful colouring for a few minutes). They will have an appropriate amount of time to think about their behaviour and may return to their

learning without further consequence after a brief conversation with a member of staff. If they are not ready or refuse to return to work, the missed work will need to be completed at another time e.g. during PE or Reward Time.

If the behaviour is of a more serious nature, such as persistent swearing, continually being unkind or persistently disrupting other children's learning, their session would be marked as achieving zero targets, even if they have met some of their targets. A restorative conversation will also be had at an appropriate time.

If the behaviour is unsafe, such as hurting other children or adults, absconding or deliberately damaging property, their session would be marked as unsafe, meaning they have not earned reward time, even if they have met some of their targets. A restorative conversation will also be had at an appropriate time. In the cases where property or equipment has been deliberately damaged, parents may be asked to contribute towards the cost of repairs or a replacement.

We recognise the individual needs of our pupils and that they will be at different stages of their journeys. Whilst our expectations of behaviour will remain high, we will adapt our approach as and when we feel it is necessary to suit the needs of each individual child.

Behaviour Monitoring

Each pupil's behaviour will be monitored according to the targets they do/do not meet in each session. These will be recorded on their weekly record which is shared with their referring school. Parents receive a Daily Record sheet, or verbal feedback, at the end of each day when they collect their child.

Physical Intervention

In accordance with the Learning Support Centre's Care and Control Policy and the regulations referred to therein, if a pupil is:

- committing an offence
- injuring themselves or others
- causing damage to property
- compromising the good order or discipline of the Centre

the use of restrictive physical intervention may be used. This will always be the last resort and every effort to engage de-escalation strategies will be employed first. If it is in the best interests of the child, and for the safety of others, staff may remove themselves from the area where a child is, or guide a child to a different area, which may mean the child is secluded for a period of time. Where this happens, the adult will ensure they keep a check on the child through a window/through the window in any doors leading to where the child is.

Incidents of Racism and Homophobia

Such incidents are treated very seriously and will result in a loss of reward time. The referring school will be informed and a conversation will be had with parents to discuss the incident before deciding whether further steps need to be taken.

September 2023 (anticipated review: September 2024)