

BEHAVIOUR FOR LEARNING POLICY

1 Aims and objectives

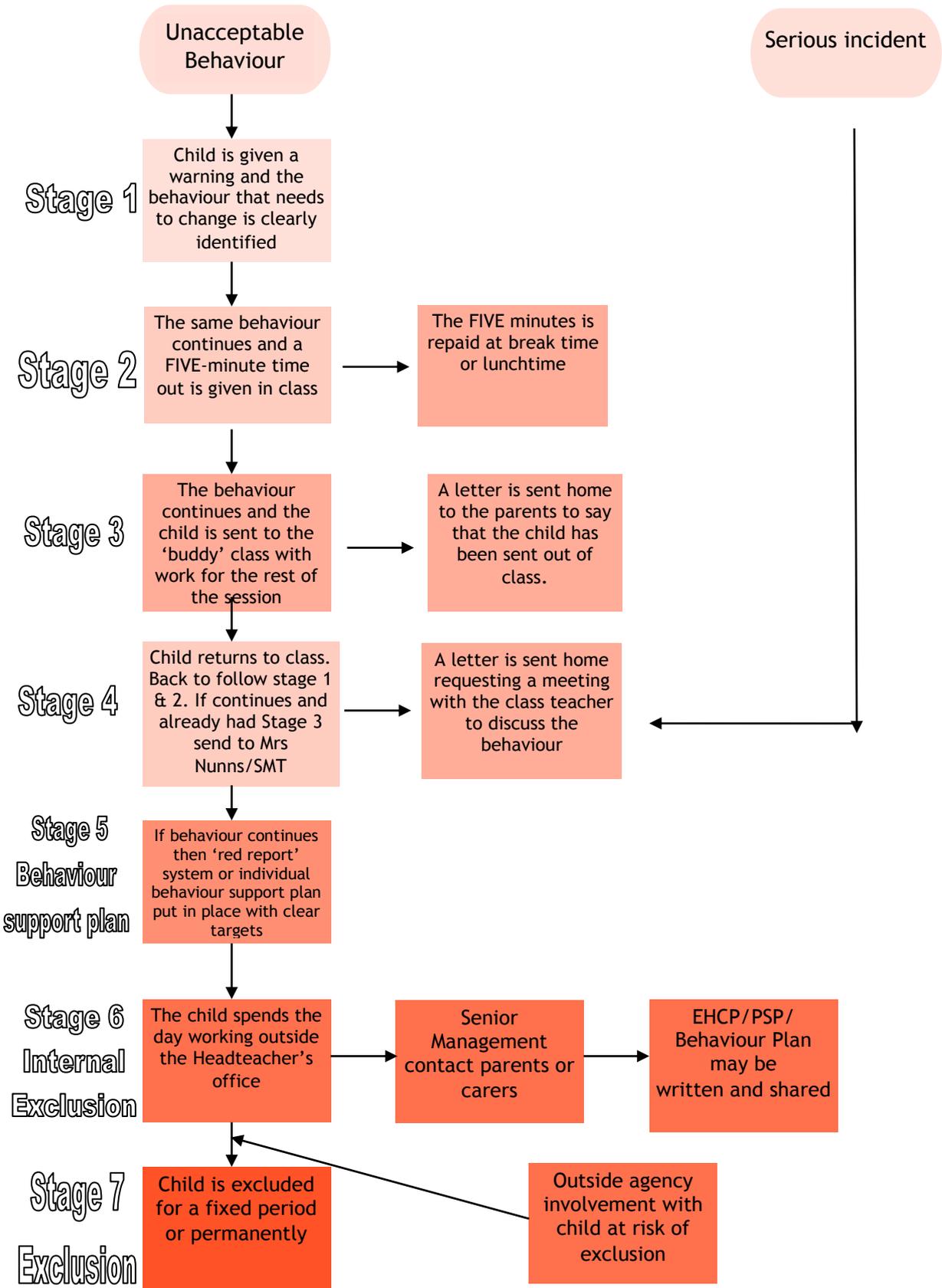
- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour for learning policy is therefore designed to support the way in which all members of the school can live, learn and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of rights and responsibilities in our behaviour for learning policy. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour for learning policy in a consistent and nurturing way.
- 1.5** This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

- 2.1** We praise and reward children for good behaviour for learning in a variety of ways:
- Teachers congratulate children in a variety of ways particular to individual teachers and classes.
 - We distribute merits to children which lead to house points, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - Pupils work collaboratively for class rewards
 - Pupils receive a certificate in the school assembly.
 - Golden time (KS1) or extra KS2 Reward playtime on a Friday afternoon for all children who have received no timeouts during the week.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.
- 2.3** The school employs a number of sanctions to enforce the school ethos and culture underpinned by the Rights Respecting Schools values and the 5Rs and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Hierarchy of Sanctions/Consequences

When a child behaves in an inappropriate way, we follow a set of procedures set out below. Depending on the severity of the behaviour, the child may have a consequence from any part of the hierarchy of consequences.



Persistent Inappropriate Behaviour or Other Serious Incident

In most cases, following these procedures will help a child to modify their behaviour. If, however an individual is exhibiting inappropriate behaviour on a regular basis then a bespoke behaviour programme will be set up with support from the SENCo . This programme may include

- Individual reward system
- Behaviour management plan
- Education, Health and Care Plan
- Pastoral Support Programme

This will involve all parties and will be based on acknowledging and rewarding appropriate behaviour whilst still addressing inappropriate behaviour. At this stage, the child will be placed on the SEN register. If the concern is in the playground, then break duty staff and Midday Meals supervisors are informed and behaviour is monitored and recorded by them during these times.

Every serious incident will have all available information known before a consequence is given. Any member of staff giving a consequence must ensure that they have reviewed evidence and taken into account:

- Antecedents
- Behaviours and actions of staff and pupils during the incident
- Acknowledged behavioural needs and agreed Behaviour Plans
- "Red mist" actions
- Premeditation
- Racism
- Bullying

Behaviour Cards

No child should ever be left alone in a classroom or sent to another classroom without prior arrangement. Every teaching room has a set of coloured cards to support adults in managing behaviour. These cards are to be used to inform senior leadership of concerns and incidents that need intervention. These cards are:

- Yellow – Concern regarding behaviour. HT/ SLT will attend when available but not necessarily immediately
- Red – Immediate concern. HT/ SLT will attend immediately
- Pale Green – There is a medical emergency. First Aider or Senior Leader will attend immediately
- Blue – Buddy class card to accompany child when sent to another class so that teacher is aware of why child has been sent to them.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

2.4 If a child threatens, hurts or bullies another child, the class teacher records the incident and suitable consequence is decided upon by the class teacher and/or the child. (see anti bullying policy). If the incident is considered to be serious or if a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of

such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

- 2.6** All members of staff are aware of the regulations regarding the use of positive handling. Teachers in our school do not hit, push or slap children. Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the positive handling of children.

3 The role of the class teacher

- 3.1** It is the responsibility of class teachers to ensure that the school's hierarchy of sanctions are enforced in their classes, and that their classes behave in a responsible manner during lesson time and moving around the school.
- 3.2** The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3** The class teacher treats each child fairly, and enforces the classroom charter consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4** The Head Teacher and class teacher liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support team.
- 3.5** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

- 4.1** It is the responsibility of the headteacher, to be compliant with section 89 of the Education and Inspection Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The headteacher keeps records of all reported incidents of misbehaviour and weekly totals of timeouts and Stage 3 & 4 behaviour.
- 4.4** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school Behaviour for learning hierarchy in the school prospectus, and we expect parents to read them and support it.

5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may be involved in discussions with the Head about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Exclusion from maintained schools, academies and pupil referral units in England. September 2017* We refer to this guidance in any decision to exclude a child from school.
<https://www.gov.uk/government/publications/school-exclusion>

7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.3 If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

7.6 The governing body will inform an appeal panel which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.7 This appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any prescribed medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home or contact MASH if there are safeguarding concerns.

8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a fixed term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

8.5 If the offence is repeated the child will be permanently excluded.

8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book.

9.3 The headteacher will keep a record of any child who is excluded for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.