



Sherborne Abbey CE VC PRIMARY SCHOOL

Behaviour for Learning Policy and Guidelines

Adopted: February 2017

Review: February 2018

This policy should be read alongside 'Behaviour and Discipline in Schools; Guidance for Headteachers and Staff', 'Use of Reasonable Force; Advice for Headteachers and staff', 'Screening, Searching and Confiscation; Advice for Headteachers, Staff and Governors' our Child Protection Procedures, Safeguarding Policy, Complaints Policy, Whistleblowing Policy, Code of Conduct, Health and Safety policy, Dealing with Allegations of Abuse against Staff.

Aims

We aim to create a happy, secure and stimulating environment where everyone is encouraged to do their best, helped to promote self-discipline, to feel physically and emotionally safe and to be treated with respect and dignity.

We believe that a positive approach to the development of good behaviour is crucial to the overall success of the school. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued and encouraged to do their best at all times.

We will teach pupils to take responsibility for their own actions and to accept the consequences.

We expect all members of the school community to be involved in promoting good behaviour for learning.

Promoting Outstanding Learning

Developing Excellent Relationships

- Sherborne Abbey CE VC Primary School recognises the importance of high quality relationships at all levels.
- Good relationships develop within a safe and secure environment which allows
- self-awareness, motivation, develops social skills and empathy enabling our pupils to manage their feelings more successfully.
- To develop socially and emotionally effective learners, the pupils need to see teachers as good role models. Teachers should be careful with the language that they use and the tone of their voice. Body language speaks volumes.
- Personalising Learning is about making sure that all learners have a starting point and an outcome and this will not be the same for everybody. This applies to their ability to access subject knowledge as well as their level of emotional intelligence.
- Staff need to take the time to get to know their pupils as individuals so that they can develop positive relationships and mutual respect.

Every Child Matters

We have a legal responsibility to take into account every individual student's needs. This means when you are applying school guidelines you must use "Intelligent Consistency".

Intelligent consistency is the application of the school rules in a flexible way that takes into account the different needs, backgrounds and experiences of individual students. As teachers we can make a difference and need to ensure that we become the teacher that children want to remember for our compassion and understanding.

Please remember – if you notice a change in a child's behaviour, or attendance, this could be a sign of the need for further action – please refer to our Child Protection (Safeguarding Policies and Procedures) for further guidance.

Developing Social and Emotional Skills to Raise Achievement

Stage 1: Your Classroom

Getting your classroom climate right is key to promoting social skills and motivating your students to learn. This encompasses:

- Making your classroom welcoming – please ensure your classroom has high quality display material including students' work
- Intelligent consistency of your classroom management.
- Organisation of your classroom
- The way your students are seated – this must be planned
- Relevance and accessibility of your teaching
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Stage 2: Rewards

When you are teaching you start with a clear idea of what you want to teach, you devise methods to do this and give your pupils plenty of practice planning in time for feedback. However, when it comes to social and emotional behaviour we tend to leap straight to consequences. Before you think of rewards or consequences you should be asking these questions:

- Does your pupil actually know what he or she is supposed to do to achieve the appropriate behaviour?
- Does your pupil actually know what the rules of the games are? In other words when does inappropriate behaviour become a warning or more seriously an SLT call-out? Are the guidelines clear and have you used intelligent consistency?

'Catch them being good' - it is better to reward appropriate behaviour and, if possible, tactically ignore episodes of inappropriate behaviour.

Stage 3: Teaching and learning

How pupils learn what you want them to learn needs to be made explicit – so that desired behaviours can be repeated. Promoting emotional intelligence raises achievement.

Following Instructions

- Do your pupils understand why it is important to follow instructions and how it will benefit them and others if they do?
- If you want your pupils to follow instructions then you need to teach them to do so. Are instructions only presented orally – are they modelled?

Allow others to learn

- What behaviours show that pupils are allowing others to learn?
- Do you reward good behaviour?
- Do your pupils understand what the expectations are during an activity – is this explicit and modelled? Some of your pupils need to be taught how to wait their turn, how to contribute cooperatively to group work, that it is rude to interrupt, etc.

Be polite and respectful

- Social skills are not yet developed in all pupils and you need to use as many opportunities as possible to promote politeness and respect by your own positive behaviour.
- Pupils will mirror your behaviour and expectations
- Some pupils have not yet fully developed acceptable manners, nor do they always see good role models. Do your teaching plans incorporate opportunities for reinforcement of politeness and manners through rewards?

Be prepared

- Rewarding your students who are always prepared ensures that most of your pupils will see the links between good organisation and achievement. For those who can't always meet our expectations there needs to be a planned strategy rather than a consequence, Don't forget that not all pupils have the resources readily available at home so spare equipment needs to be kept for these eventualities

High Expectations

In class

All pupils at this school have agreed to the expected standards of behaviour through developing a Class Charter on Rights and Responsibilities. These are clearly displayed in all classrooms and teachers remind children of them regularly. The aim is to provide a good and purposeful learning environment for all children. Children will be rewarded for good behaviour (appendix 1). Breach of these rules will result in consequences for the child (appendix 2)

In the playground

The same level of behaviour is expected in the playground from all pupils. If pupils misbehave in the playground it will result in consequences (appendix 2)

Lunchtime

The same level of behaviour is expected in the playground. Lunchtime supervisors have the same authority as teachers and will apply the same consequences, i.e. warnings, sitting out and leading to removal of playtime. Children will be sent to wait by the staffroom and a member staff will be sent for. The class teacher or Deputy/ Headteacher will be informed at the start of afternoon school. If deemed necessary parents will be informed.

School Visits and Outside of School

The agreed rules apply to all pupils. Staff will deal firmly and fairly with misbehaviour wherever it occurs since all venues are regarded as extensions of school and the children act as ambassadors of our good name. Incidents of serious misbehaviour on school visits will always be reported to parents and The Headteacher will decide whether the pupil can take part in an activity beyond the school grounds in the future.

Teachers can also discipline pupils for misbehaviour outside of school where they see children wearing school uniform, are travelling to and from school or are in some way identifiable as a pupil at the school. They may also discipline behaviour outside of school if the behaviour they see could have repercussions on the school, pose a threat to another pupil or members of the public or could adversely affect the reputation of the school.

Our school signs up to UNICEF Rights Respecting Schools Charter

RIGHTS AND RESPONSIBILITIES

The agreed rights and responsibilities of pupils, staff and parents are:

Rights of children

- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by the adults in the school
- To know what is acceptable behaviour and the consequences of unacceptable behaviour
- To feel safe
- To be treated fairly
- To have their positive behaviour recognised and rewarded

Rights of staff and headteacher

- Have the authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- To confiscate property
- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To enjoy working in a pleasant and safe environment
- To receive support from other members of staff, governors and from parents
- To be involved in making decisions within the school

Rights of parents

- To have information on school processes and curriculum
- To be able to participate in decisions relating to the education of their children
- To receive and offer information about their children's education and behaviour
- To expect consistent codes of behaviour to be used throughout the school
- To expect that there will be no cultural, sexual or physical discrimination against children or parents

Responsibilities of children

- To treat other children and adults with respect
- To listen to the views and opinions of others
- To be co-operative and considerate
- To act in a safe and responsible manner, in and out of the classroom
- To follow instructions from staff
- To attempt to settle disagreements in a fair and civil way
- To share and care for the environment

Responsibilities of staff

- To ensure that the school rules are known to all and are enforced
- To ensure their class behaves in a responsible manner
- To have high expectations of their children
- To create a safe and stimulating environment
- To give clear guidance on property which should or should not be in school
- To treat all pupils with consistency and respect
- To listen and encourage children to speak
- To allocate use of facilities appropriately and fairly
- To communicate regularly with parents, through parent consultations and reports and, when appropriate, to inform parents of concerns or success
- To recognise, praise and promote children's positive behaviour
- To take responsibility for the smooth running of all the school

- To support each other

Responsibilities of parents

- To support the aims of the school
- To ask for information if they are unsure or want to know more
- To treat other people's children with respect
- To share concerns with staff at the earliest opportunity
- To support the school's system of rewards and consequences
- Not to use social media sites as a means of airing views but to talk to school staff directly e.g. Facebook
- To discourage any use of abusive, racial, sexual language in the home

Responsibilities of the headteacher

- To implement the school behaviour policy consistently
- To report to governors on its effectiveness
- To ensure the health and safety of all children in the school
- To support staff implement the policy
- To keep records of all serious incidents of misbehaviour
- To give fixed-term suspensions to children as well as permanently exclude after notifying the governors (see Exclusions Policy)
- To talk to pupils and discuss matters with them, their parents and class teacher
- To agree with the above positive ways forward to improve behaviour, if possible

Rewards and Consequences:

See appendix 1 and 2

The class teacher reinforces the school rules with each class regularly. The class teacher reinforces the schools Rewards and Consequences with each class regularly. In addition to the school rules, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every pupil in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

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. (See Anti-Bullying Policy)

Bullying

We consider bullying to be any form of behaviour that makes another person feel uncomfortable or intimidated. In society this ranges from teasing and name calling to physical threats and violent behaviour as well as the use of the internet or cyber bullying. The school has an Anti-bullying Policy which is published separately. The school does not tolerate bullying in any form and staff always take action when bullying is reported. It is important to recognise that positive action is needed to ensure that pupils who bully are supported to change their behaviour – consequences alone are unlikely to be effective.

Confiscation and Searching

The law was amended in 2007 to support schools in their use of confiscation. Clear Government guidelines on screening, searching and confiscation were revised in February 2014 and are available on staff resources\school policies. These guidelines should be adhered to.

It must be borne in mind that confiscation must be used in a reasonable and measured manner. The item in question can reasonably be confiscated UNTIL THE END OF THE SCHOOL DAY. MOBILE PHONES ARE NOT ALLOWED IN SCHOOL UNLESS LEFT AT THE SCHOOL OFFICE. Items which might be considered harmful eg matches, lighters can be confiscated and only returned when collected by a parent or guardian.

Use of Force

The DFE guidance on "The Use of Reasonable Force", revised July 2013, is held in staff resources/school policies. It is important that all members of staff read this document since it gives clear advice on what is considered to be the reasonable use of physical intervention. By following the advice it contains and adhering to our Behaviour for Learning Policy we have established an environment when the use of physical intervention is very rarely necessary.

It is important that staff always seek to de-escalate situations and hence avoid the need for any form of physical intervention. The DFE guidance offers very clear advice about when physical intervention may be considered appropriate.

It is clear that force should only be used when:

- the potential consequences of not intervening are sufficiently serious to justify considering the use of force;
 - the chances of achieving the desired result by other means are low;
 - a clear oral warning has been issued to the student involved
- AND
- the risks involved in doing so are outweighed by the risks involved in not using force.

Any incident involving the use of force must be reported to the Headteacher immediately and the appropriate incident form completed, which ensures that the appropriate support is offered to all staff and students involved.

Partnership with Parents

It is essential that we work in close partnership with parents in all aspects of behaviour management. Email provides a simple way of communicating with home. Parents like to hear good news as well as not so good news! If a pupil is causing concern his / her parents should be contacted before a situation escalates to enable them to work effectively with us. We expect all parents to promote this policy with their children.

Monitoring

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.

The school keeps a variety of records of incidents of misbehaviour. (Level 1) The class teacher records minor classroom incidents. The deputy and headteacher (Level 2, 3, 4 and 5) record incidents of a more serious nature which involves parents/guardians being involved.

The Headteacher/deputy will monitor the number of detentions given to each child to ensure the appropriate intervention is in place.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Rewards Promote Good Behaviour

Remember when you choose a reward you can pick from any of the boxes below – choose the reward that fits best!

You can never use too many rewards. It is essential that we all seek to reinforce good behaviours with rewards.

Level 1 Rewards

Given by: All Staff

Given for: Good work, politeness, helpfulness, participation, homework, improved effort, improved behaviour, consistent positive attitude

Rewards available: Class reward systems, Stickers, extra Golden Time, House Points, Good Work Assembly, Headteacher and Deputy Stickers, Badges, Effort Cup, Star of the Day, class incentive rewards

Level 2 Rewards

Given by: All Staff

Given for: Consistency in achieving level 1 behaviour, outstanding one-off piece of work or activity. '

Rewards available: Well Done! Postcard sent to pupil and parents, House' Treat every term, Praise pads, class 'Mascot' sent home

Appendix 2

Consequences – the last resort!

Remember: Does the student have the skills to follow the Behaviour Policy

If Not: You need to teach them and you MUST take this into account

Level One Consequences

Given by: All Staff

Given for:

Low level irritating behaviour e.g. interrupting, incomplete work, chatting, non-threatening pushing past/grabbing, being off task, impoliteness, incorrect uniform, not following instructions, poor personal organisation, homework not completed *NB this list is not exhaustive!!*

Consequence available: 10 minute detention with teacher – to discuss the incident in order to avoid it happening again as well as missing a slot of 'Golden Time'. A chance must be given to the student for the issue to be resolved.

How consequence is issued: Allow up to 2 warnings: issue the warning, expect compliance. 10 minute detention with teacher issued if non-compliance. Teacher enters detention into **class record**.

Remember: Avoid escalation – it is the inevitability of a consequence NOT its severity that makes it effective.

Level Two Consequences

Given by: All Staff

Given for:

Persistence with poor Level One behaviour. Any bad or threatening language. Any intentional physical violence. Refusal to comply to an adult. Being rude to an adult. Damaging property, school or pupils. Stealing. Mis-use of ICT acceptable use agreement, consistently not handing in homework *NB. This list is not exhaustive*

Consequences available: Lunchtime detention with SLT. A self-reflection task to be completed. The incident will be recorded on the school behaviour record. A text will be sent to parents that day informing them of incident. Could result in child not representing the school in activities such as sport, clubs off site etc.

How consequences are issued: Inform SLT. Send to appropriate teacher at 12.15. Enter incident onto **school record**. SLT Inform office staff to text parents that day.

Have teachers devised a strategy (e.g. rewards) to support the success of individual student?

Please note from Level 3 onwards there will differences for K.S. 1 and K.S. 2 consequences

Level Three Consequences

Given by: SLT

Given for: Persistence with poor level two behaviour (3 or more level 2 detentions in a half term), racial language, vandalism, bullying including cyber bullying, aggressive language to an adult or pupil,

Consequences available:

K.S. 1: Child will meet with Head or Deputy to set new goals. Child will start the week with **NO Golden Time** but be given the opportunity each day to earn it back (up to 25 mins)

K.S.2 only: After school detention with self-reflecting activities, ELSA support given, appointment with Head or Deputy to set new targets with regards to behaviour, Parent Support Advisor to contact parents, possible involvement of outside agencies. Will result in child not representing the school in activities such as, sport, clubs off site etc.

How consequences are issued: Can only be issued by SLT who contact parents to arrange after school detention and set up other arrangements as appropriate. SLT considers whether pastoral support plan or behaviour plan is needed at this stage. SLT enters detention on school records. SLT observe child's behaviour in class.

Level Four Consequences

Given by: DT/HT

Given for:

Persistence with poor level three behaviour (3 or more level 3 detentions in a half term), racial language directed at an individual, persistent bullying, threatening behaviour or physical aggression towards staff or pupils, verbal abuse, placing others at risk, discriminatory harassment, theft, misuse of internet / electronic communication, other serious incidents (this list is not exhaustive).

Consequences available:

K.S. 1: At the discretion of the Headteacher, school will look in the first instance at internal exclusion. If the matter occurs more than three times, external temporary exclusion. Parents informed immediately of school's intentions to exclude.

K.S. 2: At the discretion of the Headteacher temporary exclusion from school (internal or external). Parents informed immediately of school's intentions to exclude. Will result in child not representing the school in activities such as sport, clubs off site etc.

How consequences are issued: Exclusion, if appropriate, is administered by school office. Parents expected to attend re-integration meeting and pastoral support plan is devised or amended.

Level Five Consequences

Given by: Headteacher

Given for: Failure to respond to any of the above, serious assault, serious misuse of the internet / electronic communications, incitement to racial hatred, malicious allegations against a member of staff, arson, serious incidences of theft, (this list is not exhaustive).

Consequence available:

K.S. 1 and K.S. 2 Permanent exclusion recommendation to Governors' Discipline Committee