



Behaviour for Learning Policy

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Edward the Elder Primary School

Behaviour for Learning Policy

This policy has been written for the staff/pupils/governors/parents of Edward the Elder Primary School and any other stakeholders who contribute to the Behaviour for Learning Policy. It is expected that staff and children will adhere to the expectations set out in order that the Behaviour for learning criteria is met.

The aims:

- Promote good behaviour, self-discipline and respect;
- Provide a calm and caring ethos, where learning is valued by pupils, staff and parents
- Apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour
- Prevent bullying
- Regulate the conduct of pupils.

These are achieved in the framework of a relaxed, pleasant and organised atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

Key points

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is on the school premises or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers can confiscate pupils' property
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries
- Show respect and promote positive behaviour
- Discuss with children when and how they could have made more positive choices when something goes wrong
- Encourage self-motivation and independence
- Promote self-esteem and self-respect in pupils
- Celebrate their children's efforts and achievement
- Maintain a well organised learning environment and appropriately challenging or supportive learning opportunities
- Respect children and listen to their views without discrimination
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and behaviour/discipline procedures

Pupils are expected to:

- Show respect to staff, each other and their learning environment
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member

Parents are expected to:

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and their child's classmates
- Show respect and support for the school's Anti Bullying policies
- Keep the school informed about any issues that arise that might affect their child's work or behaviour

What we believe about a child's behaviour:

Children need to feel valued. It is when a child has good self-esteem that he or she learns best. Our behaviour and discipline philosophy recognises this and we aim to provide systems that lead to effective discipline but at the same time strive to protect and build the self-esteem of children.

We believe:

Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives.

Most children are responsible for their own choice of behaviour. We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour. When children behave inappropriately we reject children's behaviour, not the children themselves. When children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what all teachers expect.

Children have the right to:

Be treated fairly and equally, involving them in creating their own classroom rules;

A teacher who will provide them with consistent POSITIVE encouragement to motivate them to behave;

Know what behaviours will help them to succeed in the school.

Teachers have the right and responsibility to:

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour;
- Teach the pupils to follow these rules in school.
- Ask for support from the parents concerning their child's behaviour
- Ask for support from the Leadership team to help them deal with more challenging pupils.

How we ensure that these principles are met:

The spine of our policy is our Code of Conduct. It outlines the behaviour we expect from the children and it defines the rewards and penalties that will be used. It is essential that this code be regularly taught to children, children need to see the Code being used consistently and fairly. Behaviour care plans are written for pupils struggling with their behaviour. This plan is signed by all adults involved with the child. Parents are also involved through consultations; actions are developed regarding the support the school will offer to meet the child's emotional need.

Code of Conduct

It is expected that everyone in the school community will follow and adhere to the school behaviour for learning policy. All adults are expected to model the behaviour we expect from the children.

Our Rules

To make Edward the Elder the Very Best

We will show pride in our school and the uniform we wear.....

We always:

- We will actively listen to help us learn.
- We will show respect to others.
- We will try our best.
- We will show good manners.
- We will do what the adults, who care for us, ask....straight away.
- We will walk smartly and we will behave with courtesy to visitors and each other.

Ensuring Consistency around school:

All adults in school need to take responsibility for implementing the code of conduct. As adults walk around school at lunch and play times, they need to do the following:

- Always deal with inappropriate behaviour – never walk past.
- Discuss inappropriate behaviour with children – remind them of their obligations.
- If children are talking to others in a disrespectful way – always intervene.
- Positively reinforcing good behaviour should be a high priority.
- If children run – always send them back to try again.
- Check on reasons for children being inside the school at play/lunch times. Inform class teachers of any inappropriate behaviour you have to deal with.

Guidance for All Staff:

- 1. Positive re-enforcement of good behaviour is more effective than negative punishments.**
2. Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in P.S.H.E. lessons and in school assemblies. Staff use golden time, stickers, certificates, letters, postcards, raffle tickets and phone calls home to acknowledge and re-enforce positive behaviour as well as academic achievement.
3. A well-managed, well planned environment decreases potential for problems.
4. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children, should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem, censure should focus on the behaviour not the child.
5. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly.
6. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation etc.
7. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered.
8. The school reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult a senior member of staff when behaviour causes concern.

Guidance for the playground

1. Pupils should receive a verbal warning for minor incidents, if this behaviour continues then the child should be given time out (walking around with an adult)
2. If 'poor' behaviour persists then a teacher or dinner supervisor should remove the pupil(s) from the playground and a 'behaviour slip' will be completed which is then passed on to the class teacher and recorded in their behaviour book.
3. School rules should be applied consistently and children reminded of them regularly.
4. If there has been an incident involving violence or verbal abuse towards another pupil or member of staff then the child is immediately removed from the playground and a senior member of staff should be informed. This incident will then be logged on the behaviour record.
5. The Head teacher or Deputy Head teacher should be informed if the incident is severe and parents need to be contacted.

All staff should maintain high expectations for good behaviour apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

Agreed procedures for the classroom

- Unacceptable behaviour will receive an immediate verbal or non-verbal check (free warning).
- If this continues the pupil's name will be written on the classroom whiteboard.
- If behaviour persists then the pupils name will be underlined and the child will be moved within the classroom.
- If behaviour persists the pupil will miss up to 10 minutes of their playtime.
- Continued poor and serious cases of behaviour will result in the child been withdrawn from class and sent to another teacher. Behaviour will then be recorded in the 'class behaviour book'.
- If pupils are recorded in the behaviour book on three occasions within a short time period then they will be sent to a senior leader and their details will be recorded on the 'behaviour log'.
- Poor behaviour will result in the pupils' parents being contacted by the end of the day by the class teacher.
- Parents will also be informed by the DHT or HT, if their support is required.
- Outside agencies will be involved as and when staff feel this is appropriate.
- Severe incidents (violence, bullying, racial/verbal abuse) will automatically be referred to the HT/DHT.
- If a pupil is recorded for low level behaviour disruptions or serious incidents then the Behaviour and Learning Support Leader (LTaylor) will implement the STAR and support staff in dealing with this behaviour.

Damage to property:

Damage to school property through misbehaviour, whether it be, the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying- Guidance to staff:

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'.

For Further information please refer to the school Anti-Bullying Policy.

Reasons for sending children to the HT/DHT

- A physical fight where children have hurt each other
- Verbal abuse involving racism or discrimination of any kind
- Serious incidents of bullying
- Swearing and using abusive language towards an adult
- A serious incident of defiance towards an adult
- Continuous disruptive behaviour
- Vandalism
- Theft
- Malicious allegations against staff

Procedures for exclusion:

- If an incident is deemed serious enough to involve fixed term exclusion, the Head teacher will endeavour to contact the parents on the day of the incident.

- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will be provided during the period of exclusion.
- Parents must meet with the HT/DHT on the day that the child returns to school to ensure such events don't reoccur.

Use of Physical Restraint:

The school acknowledges national and local guidelines on the use of physical restraint by school staff. Our priority is to provide a safe environment for the children and physical restraint may be used occasionally as deemed required.

Parents can be assured that physical restraint is only used in extreme cases and all incidents are recorded.

Rewarding good behaviour:

Incentives used to reward good behaviour are at the discretion of the individual they may consist of:

- Quiet word
- Smile/acknowledgement
- Written comment on pupil's work
- Stickers
- Praise in front of class group
- Visit to another member of staff
- Raffle tickets/house points
- Written comment, card, letter or postcard from teacher to parent informing them of good work, positive attitudes or behaviour
- Certificates

Whole school rewards:

Individual pupils are also identified weekly by the class teacher for a 'Merit assembly' which may include examples of 'outstanding behaviour' or 'improved behaviour'.

Whole school positive behaviour reward system:

- A visual chart displayed in every class with all children's names on to collect points for positive behaviour/work.
- Each child will also have an individual reward sticker card.
- 10 points on the chart will mean that they receive 2 stickers on their personal reward card.
- 20 points on the chart will mean they have completed their chart and they will receive a further 2 stickers on their card and a certificate which will be awarded in class.
- This process will be repeated.
- When the children have completed a full reward card they will receive a prize.

Pastoral Care:

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

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