

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy



Behaviour for Learning Policy

Date of Approval: September 2016
This policy will be reviewed by the LPP Committee every 3 years
Date for Review: September 2019
Signature <i>C. Hirstidge</i> Date
Head Teacher
Signature Date
Chair of Governors

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GENERAL PRINCIPLES

Summerville Primary acknowledges its legal duties under the Equality Act 2010 and in respect of safeguarding and pupils with special educational needs.

A sanction must not be in breach of any legislation and must be proportionate and reasonable in the circumstances taking into account the age of the pupil and any special educational needs and any disability the pupil may have and any religious requirements affecting the pupil.

Corporal punishment is illegal.

If the behaviour of a pupil gives cause to suspect that the pupil is suffering or is likely to suffer significant harm then the provisions of the school's Safeguarding Policy should be followed.

This Behaviour for Learning Policy also applies to the misbehaviour of a pupil off school premises on school organised or school related activities, travelling to or from school, when wearing school uniform or when otherwise identifiable as a pupil of the school and to the misbehaviour of a pupil at any time when it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

This Policy incorporates the school's Anti-Bullying Charter.

The property of a pupil may be confiscated and retained or disposed of as is reasonable in the circumstances.

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Behaviour for Learning Policy

Summerville Primary provides a high standard of all-round education and aims for excellence in an enjoyable environment of mutual respect, care and discipline, where each individual's contribution to the school community is recognised and appreciated.

We aim to give each child the opportunity to achieve their best and fulfil their potential. We encourage them to be confident, compassionate, independent and proud of their own ability. Our children will be well-prepared socially, morally, spiritually and academically for the next stage of their education.

All adults in our school recognise that they can greatly influence the positive ethos of a classroom. Children learn best when they feel safe and liked. A warm friendly greeting in the morning sets the tone for the day. Remember, few of our children can influence the time they arrive in school so a 'thank goodness you've arrived because we need your drama/maths/reading skills today!' may help to alleviate a child's anxiety. Classroom routines should be established with visual cues to support all learning. Golden rules and class rules (drawn up with the children) should be displayed and referred to frequently.

GOLDEN RULES

Be gentle

Be kind and helpful

Work hard

Look after property

Listen to people

Be honest

A shared understanding of the Golden Rules is achieved through assemblies, PSHCE including SEAL materials, Talking Groups and is modeled by all adults in our school. Special Children briefing meetings on Friday mornings share information with staff which may help to understand how children are feeling and therefore may influence their behaviour. Notes are kept in both staff rooms and in the main office. Please read this weekly and discuss any further details with the adult sharing the information.

Strategies for rewarding good behaviour for learning:

It is important that a consistent approach is used by all staff in our school. Within class, good behaviour for learning is rewarded by moving through zones on the behaviour chart. All children start in green (Yr 1-6) or on the rainbow (Foundation 2) with the expectation that they will continue to demonstrate positive behaviours towards their learning. In

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Nursery, children are awarded stickers for good behaviour. This instant reward is age appropriate. If a pupil demonstrates learning powers such as: persistence, resilience, creativity or thinking skills, they will be rewarded by moving their name up into first silver (smiling sunshine), second silver and into the top award of 'Gold' (superstar!). When gold or superstar is achieved, the children visit the Head, Deputy or Assistant Head to celebrate their achievements and receive a golden sticker. This is recorded as part of a monitoring process and shared with staff.

- Other strategies which reward good behaviour for learning includes house points (including reaching second silver), class stickers, raffle tickets and stampers, being asked to share in class or in another class, choosing time, marbles in the jar, inviting parents into the classroom, post it notes with comments written on (good concentration/thinking etc), nominated for Golden Folder assemblies and being given special responsibilities.

Whole class achievement is celebrated during weekly 'Golden Time' on a Friday (none Summerville Time) afternoon (15/20 minutes usually – longer towards an end of term treat). This should be a structured time with choices (extra sport, cooking, use of playground apparatus, picnics etc and not a free for all).

Explicit descriptions given to pupils about their achievements helps to motivate further achievement and gives clear messages to all children about the attitudes we value in school.

Strategies for managing children who display challenging behaviours:

Remember, it is the certainty that there are consequences for poor behaviour that is important – not the severity!

Plan responses for misbehaviours as we all have different levels of tolerances.

Should a child demonstrate behaviour which disrupts the learning of others (or themselves) then the behaviour for learning chart is used after a non verbal warning is given. A further warning then results in the child moving into first orange (in Foundation 2 sad cloud). Clear warnings should describe the behaviours that need to change to enable them to move back into green.

If the behaviour continues then the child moves into second orange and should be sent for thinking time in the parallel class, buddy class or the next year group up. A child should not be sent to a lower year group. Year 6 children will be referred to the Headteacher or Deputy. Conversation with the child should be minimal, allowing time for the pupil to think about how they can improve their behaviour.

When returning to class, talk briefly to the child to re-establish a positive start to the rest of the session. Look for improvements and reward immediately by moving up the chart. Should the behaviour not improve and s/he is moved into red, this must be followed up by the Head or Deputy. This will be monitored and if a child is in the red zone on three occasions in one term, parents will be asked to come in and discuss their child's behaviour.

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Some children will find the act of moving their own name into orange/red extremely uncomfortable. Do not insist that they do this but move their name yourself.

Should a child move into the orange zone more than three times in a week, the class teacher will inform the parents.

Further strategies to consider:

- Ensure that the curriculum is appropriately differentiated for the child
- Remain calm, use the child's name first before giving instructions to make sure they are cued in.
- Use 'thank you' rather than 'please' when giving an instruction –for example, pick up the book, thank you.
- Spend time with child, in private if possible, to try to understand the reasons for the behaviour.
- Ignore secondary behaviours which the child may show whilst they conform to the initial instruction (these can be dealt with later).
- Reason with the child using the Golden Rules and reinforce the fact that it is the behaviour and not the child that you do not accept. Emphasise the importance of learning and that the behaviour is preventing learning taking place.
- Always tell the child what will happen if the unacceptable behaviour is repeated and always carry it out.
- Give controlled choices – remind pupils of previous good behaviour and withdraw – this will leave the pupil feeling like they could and should take control of their behaviour and turn it around.
- Recognise that some behaviour may be attention seeking and choose to ignore or distract the child in order to avoid negative reinforcement.
- When appropriate, discuss the problem behaviour with a colleague who has taught the child before.
- For serious or persistent unacceptable behaviour report to the class teacher or to the Head.
- Use of an incident card to record the matter.

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- Seek support from parents earlier rather than later.
- Ask a colleague to talk to the child if you cannot get to the bottom of the problem. Sometimes the child may relate better to another member of staff.
- Devise a report card/'catch me being good' card, giving the child small, achievable targets in any given time. This may be shared with parents, Deputy/Headteacher as appropriate.
- After a warning, the Head/Deputy may take the decision to withdraw responsibility, e.g. monitor, playleader, representing the school in extra curricular events.
- Seek help from the Deputy Headteacher who may access outside agencies, e.g. Educational Psychological service, Behaviour Support Team, Rivers Education Support Centre, Child Guidance, Attendance Officer, etc.

Examples of challenging behaviours:

- Uncooperative or defiant behaviour which makes it difficult for teachers or members of staff or children to carry out their work effectively
- Lack of respect for school property and that of other persons.
- The use of violence including retaliation
- The use of abusive/sexist/racist language
- Bullying – repeated physical, emotional and verbal

In extreme cases:

'Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)'

Department for Education - Statutory Guidance 2012.

Assertive strategies for children

Assertiveness training/discussion is an important part of supporting our children as part of the PSHCE programme of study. It is also covered during assemblies and Talking Groups.

In a child to child situation

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- Encourage the use of body language, e.g. eye contact, shake head, move away
- Encourage awareness of helping others
- Encourage the child to tell and share the problem with another child if being bullied or hurt
- Encourage children to practise the use of assertive statements - 'stop it!', 'go away!', 'I don't like it!'
- Encourage children to stand tall and use a strong voice. It may be helpful for the teacher to demonstrate these points

In a child to adult situation

- Encourage the child to ask for help and be able to approach a member of staff
- Encourage discussion in a group situation - assembly/talking groups/classroom
- Encourage the child to recall and describe what has happened, accurately

SANCTIONS

All adults have a responsibility for behaviour throughout the school, with regard to the statements in this policy:

The nearest responsible adult should:

- Stop inappropriate behaviour
- Be positive use instructions to describe the behaviour you want – 'walk' rather than 'don't run'
- Talk and listen to child/children or make time to do this
- Stress that the behaviour is unacceptable and take action where necessary
- At lunchtime report to the teacher on duty or to the Head, if appropriate
- Tell class teacher, if appropriate, who may speak to parents

Repeated unacceptable behaviour

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- The child is seen by the Head, Deputy or a member of the leadership team who will follow up the incidents and keep a record of the action taken
- Parents/carers will be contacted
- If it is felt appropriate, parents/carers of both the perpetrator and the victim will be contacted

Behaviour sanctions

(to be displayed in class)

All classes will display the golden rules in written and/or pictorial form.

Additional classroom rules will be displayed.

When a child ‘breaks’ a rule the following sanctions apply one after another, until the behaviour is acceptable:

- Non verbal rule reminder
- Verbal rule reminder
- Second verbal rule reminder
- Time out at a designated place
- Time out in a parallel year group classroom
- Time with the Head/a Deputy Headteacher

In some cases it might be appropriate for a higher level of sanction to be applied.

The school will contact parents/carers when behaviour is causing concern.

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Any incident of violent behaviour or swearing will result in immediate time out in another classroom. A white incident card will be completed. The Head/Deputy and parents/carers must be informed.

EXCLUSION

In extreme circumstances the decision may be taken by the Head, after consultation with staff, parents/carers and Chair of Governors, to exclude a child for a fixed period of time. The School follows the guidance contained in the HCC Exclusion Guidance April 2016 unless there is good reason to depart from it.

Parents/Carers will be asked to accompany the child on his/her return to school for an interview with the Deputy/Headteacher to establish clear guidelines for the child's future behaviour.

Guidelines for behaviour which could lead to exclusion from school

We would have endeavoured to carry out all school procedures as laid down in the behaviour policy and our expectation would be that parents would have been involved.

- Behaviour which is life threatening
- Intentional physical violence towards a member of staff
- Unprovoked and/or sustained violence towards another child
- The deliberate use of extreme, abusive language towards anyone in the school community
- Repeated and deliberate abusive, racist or sexist language
- Defiant behaviour, i.e. repeated and deliberately refusing to co-operate, or behaving in an unreasonable and disruptive way.
- Deliberate damage to school property or that of other persons
- Malicious allegations

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MID-DAY ARRANGEMENTS

The responsibility of supervising the children during the lunchtime period rests with the Head, Deputy and Assistant Head with the Midday Supervisory Assistants.

Rules for playtimes are displayed around the Foundation, KS1 and 2 playgrounds and MSAs should refer to these regularly when reminding children of expectations. MSAs play a vital role in managing positive behaviours and work to build relationships with the children in year groups (KS2) or classes (F, KS1)

In the playground

We expect the children to play fairly and sensibly. Where disputes occur it is the responsibility of the midday supervisors to resolve the matter at the time as far as possible.

A *proactive approach* is needed to prevent unacceptable behaviour. Distract or redirect children if a situation is becoming a problem. Ask the child to remind you of the Golden Rules. Ask the children what they need to change. Use of ‘hand hold’ or ‘walk with me’ is useful to allow a child to calm down but also to observe children playing appropriately.

In Foundation 2, children should be given a verbal warning. If the behaviour continues they should be placed on hand hold and the MSA should inform the class teacher. The teacher may then use the sad cloud to reinforce that the behaviour has been unacceptable.

Serious incidents involving bullying, swearing, physical abuse or racial issues must always be referred to the class teacher or a member of staff through the Head, Deputy, Assistant Head or the office.

Gold cards are used to reward children spotted doing the right thing – acting kindly towards each other, looking after an upset child, tidying up equipment, being helpful etc Pupils ***should not*** ask to be given a card and they work most effectively when given secretly. Hand them to a teacher, Head, Assistant or Deputy Headteacher. They are then awarded in Assemblies.

Persistent misbehaviour can be recorded using a ‘Red Card’. Please tick the appropriate comment to accompany the ‘Red Card’. Make a note of the child’s name in the Red Card folder along with the day’s date, time of issue and reason. These ‘Red Cards’ help us monitor regular offenders in the playground.

In this situation children will lose their playtime. Parents/carers would usually be informed and asked to sign the back of the card and return to school. If a child receives three red cards in a term, parents/carers will be invited in to school to discuss behaviour. The Head and Deputy monitor this procedure.

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One child should not be relied upon to recount the events, speak to all those involved to find out what happened. Children can draw the incident to help them explain the order of events.

Teachers will be supportive of Midday Supervisors. Should a Midday Supervisor be otherwise engaged and a teacher sees an incident of bad behaviour, s/he will intervene.

GENERAL POINTS

This policy can only be effective if all adults, on school premises, are consistent in their approach in terms of providing examples for children to emulate. All adults need to be consistent in their attitude to giving praise and being positive in encouraging what is required.

If there is a need to physically intervene when dealing with children, all staff must follow the 'Framework for Physical Intervention' guidance published by Hertfordshire. This document is on the staff area of the school website and on the Herts Grid. This is an important extract:

Restrictive physical interventions may be used to prevent a child or young person:

- *Harming him or herself;*
- *Harming someone else;*
- *Causing serious damage to property;*
- *Engaging in any behaviour prejudicial to the maintenance of good order and discipline*
- *Committing a criminal offence (including behaving in a way which would be a criminal offence if the pupil were not under the age of criminal responsibility).*

It is important that supervision is not only following legal requirements but is of a caring nature and not dependent upon disciplinary sanctions.

We must actively encourage the involvement and co-operation of parents, particularly relating to children whose behaviour patterns do not respond to strategies already mentioned.

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APPENDIX 1

Incident card

(For use by class teachers to communicate with SLT)

<p style="text-align: center;">Summerville Primary School Behaviour Management Policy Incident Card</p> <p>Child's Name..... Class..... Date</p> <p>Incident: Antecedents (what was happening before the behaviour, including activity & time):</p> <p>Behaviour (what happened):</p> <p>Consequences (what was the result of the behaviour):</p>
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Signed:.....

Leadership Team follow up notes: