

St Wilfrid's CE Primary School Haywards Heath



BEHAVIOUR FOR LEARNING POLICY

Reviewed: September 2018

REVIEW PERIOD: Annually

NEXT REVIEW DUE: September 2019

RESPONSIBILITY FOR REVIEW: Headteacher

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 Christian values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school rules are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply our policy in a consistent way.

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.

Rewards

As a Church of England School and in accordance with our Christian ethos, all those involved in incidents of misbehaviour should remember that 'every day is a new beginning with a new opportunity to do better next time.

The school rewards good behaviour, as it believes this will develop an ethos of kindness and cooperation. Our policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Class teachers will reward appropriate behaviour, these might include:

- pupils receive gems on learning ladder pegs (pegs turn silver and gold) (see below)
- postcards to parents
- house points which are for work primarily but may be used by adults who are non-class based to reward behaviour
- golden time credits
- stickers, stamps and certificates
- verbal praise and smiling at pupils
- verbal praise to parents
- Headteacher and Deputy Headteacher awards

Learning Ladder

This is a whole school system that is used in every class and rewards positive learning behaviours. All of the children start each day on 'good choices'. This means that everyone has an opportunity to move up and everyone is able to have a fresh start each day. If a child moves down the ladder they will know they can 'fix' this and turn their behaviour around to enable them to start moving up the ladder. Gem stickers are awarded to children who have reached the top of the ladder by the end of the day (KS1: three times at the top of the behaviour ladder = one gem/ KS2: once at the top of the behaviour ladder = one gem) and put on their named peg. When a child has three gems they are awarded a silver peg and a praise postcard is posted home to the child and their parents. The process is repeated before they are then awarded a gold peg, followed by a rainbow peg, when another praise postcard is posted home to the child and their parents. Teachers should keep track of who postcards have gone home to.

Sanctions

The school employs a number of sanctions to promote good behaviour, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Expectations of good behaviour are made clear to pupils during assembly. In addition to the school rules, each classroom has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child 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 class during 'circle-time', or with individual pupils, as appropriate.

We expect the children to listen carefully in lessons, to try their best in all activities and to behave appropriately. The safety of the children is paramount in all situations.

The system of sanctions in conjunction with the learning ladder is as follows:

1. Child receives warning.
2. Child is given 'think it over' time in class.
3. Child is given 'think it over time' in a different class.
4. Child has 'time to talk' with the Head of Key Stage. A Pupil Behaviour Memo may be sent to parents. Class teacher will talk to the parents.
5. Child has 'time to talk' with the Deputy Headteacher. A Pupil Behaviour Memo may be sent to parents.
6. The child is sent to the Headteacher and appropriate action taken. Parents are informed. Staff are advised to keep careful records/behaviour logs on the 'Admin' drive.

Repeated incidents of child receiving sanctions 1 -3

- When a child repeatedly receives sanctions 1 – 3 and no improvement in their behaviour is observed, the parents and Key Stage leader is to be alerted. In such cases appropriate action will be taken which may lead to a behaviour plan with specific targets.

Unacceptable behaviour of concern to the teacher

- Where the behaviour of a child causes a teacher to feel concern, a meeting will be initiated between a senior member of staff, class teacher and parent. In some cases, the child will be present
- If it is felt appropriate, a Pastoral Support Plan will be instigated
- We recognise that poor behaviour choices can sometimes have underlying causes. These will be explored and support may be offered e.g. Learning mentor support, behaviour log with targets
- There may be contact with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

More serious incidents

- In cases of unprovoked violence, vandalism, racist, sexist, homophobic incidents or swearing at an adult, the child will be sent to the Head of Key Stage and will be referred to the Deputy Headteacher/Headteacher. A behaviour memo will be sent to parents
- Children with Special Educational Needs will still be subject to the Behaviour Policy but, if appropriate, will have additional measures put in place to support their behaviour
- A child whose serious misbehaviour is ongoing will have an Individual Behaviour Plan (see Inclusion Manager for guidance). The parents may be asked to remove the child for a fixed term or permanent exclusion
 - A referral to the Learning and Inclusion Team or Social Communication Team may follow
 - A Pastoral Support Plan may be set up

Record Keeping

Teachers may complete some, or all, of the following, where appropriate:

- notes of meetings with parents on pupil contact sheet
- behaviour logs
- behaviour checklists
- individual Behaviour Plans
- pastoral Support Programmes
- pupil Behaviour Memos

(NOTE all information must be dated.)

The Headteacher, Deputy Headteacher and Key Stage leaders keep records of behaviour incidents referred to them.

Classroom Management

Classroom management is key to promoting good behaviour. We expect all classrooms to have:

- a positive classroom tone
- clear classroom rules displayed which have been agreed by the teacher and the class.
- learning ladder with name pegs on which will be 're-set' to Good Choices on a daily basis.
- clear expectations about work and work that is set at an appropriate level for the child
- a visual timetable so children know what is planned for the day.
- an attractive, tidy, well-cared for environment.
- a well-planned environment so that children can move easily, can find resources, property respected etc.
- a time out area for children to 'cool down'. In classroom and, by arrangement, with a colleague.
- class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained
- strategic seating arrangements for children when working on the carpet or at a table
- children will be taught about good behaviour choices regularly through PSHCE lessons, Worships and discussions in class

Fixed Term and Permanent Exclusions

Only the Headteacher or Deputy Headteacher has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can appeal against the decision to the Governing Body. The School will inform the parents how to make any such appeal.

The Headteacher will inform the Local Education Authority (LEA) and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee whose role is set out in strict guidelines whenever a pupil is excluded from school.

Exclusions and racist and homophobic incidents are reported to the Governing Body under confidential items. They are also reported to WSCC termly.

The use of force to control or restrain pupils

Staff have a legal right to use force and will be supported by the Leadership Team. The School has identified members of staff who are trained (TEAM TEACH) to use restraint but all staff are aware of the need to intervene where necessary. Staff should only use physical restraint to prevent pupils hurting themselves or others, from damaging property, or from causing disorder and only where all other actions have been tried or are likely to be ineffective. The restraint used must always be the minimum necessary in the circumstances. The school will make reasonable adjustments for disabled pupils and pupils with special educational needs. The school will work in partnership with parents to risk assess needs and create Personal Behaviour Plans. We do not require parental consent to use force on a pupil where it is deemed necessary. However we will always record incidents and inform parents and arrange to meet to discuss ways forward. (See Department for Education 'Use of reasonable force in schools' July 2013 for more detail).

Searching pupils

Staff may search pupils if they agree. Staff may search pupils without consent, if they are believed to be in possession of forbidden items (knives/weapons, illegal drugs, alcohol, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)).

Playtimes

- Behaviour during morning and afternoon break times is monitored by the staff on duty – this is our Teaching Assistants and Teachers
- The Teaching Assistants handle minor issues and refer to teaching staff if/when appropriate

Lunchtime

- Behaviour during lunchtimes is monitored by the MDMS. MDMS handle minor issues and refer to the Duty Teacher where appropriate. Where necessary the Duty Teacher will refer it to the Key Stage leader. Positive behaviour is rewarded using raffle tickets, which leads to a class and individual rewards.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate 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. If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Leader. If this is not resolved, they should contact the Headteacher, before finally the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

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 carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school

behaviour policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Bullying

Please see the Bullying Policy for further information on repeated behaviour which is intended to hurt someone either emotionally or physically