




Behaviour for Learning Policy

Reviewed:	Autumn 2019
By:	Leadership Team In consultation with all staff, children and governors
Next Review:	Autumn 2020
Ratified by Governors:	Curriculum Committee – Spring 2019
Governor signature: Kevin Hinde(Chair)	

Introduction

At John Scurr we will not accept discriminatory behaviour of any kind from any party. All children and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act. 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 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. This policy will explain the ways in which we work together to ensure a positive and consistent approach.

Our Behaviour for Learning policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour and learning
- Have a consistent approach to behaviour throughout the school with pupil co-operation and positive involvement of parents/carers

- Make clear boundaries of acceptable behaviour and ensure safety
- Raise awareness about appropriate and inappropriate behaviour for learning
- Help pupils, staff and parents have a shared sense of direction and a feeling of common purpose

How we promote good behaviour:

We make clear our expectations of good behaviour through our 'Good to be Green' Rules

Classes are expected to display these rules and explore with children what each rule looks like in positive terms so that positive behaviour for learning can be supported.

We are gentle	We do not hurt others
We are kind and helpful	We do not hurt other people's feelings
We listen	We do not interrupt
We are honest	We don't cover up the truth
We work hard	We don't waste our own time or others' time
We look after property	We don't waste or damage things

- We discourage inappropriate behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We lead by example.
- We praise and reward good behaviour both privately and publicly.
- We believe in the importance of calm discussion and acknowledge that encouragement is usually more effective than threats/ warnings.

Behaviour guidelines to support learning:

At John Scurr we believe we should help children to become independent and be able to take on responsibilities so that they are increasingly able to take control of their learning.

- We promote the 5Rs : Resilience, Resourcefulness, Respect, Reflection and Readiness
- Involve children in organisation of their learning and resources within the classroom.
- Ensure that children have a clear understanding of routines and procedures and promote excellent attendance and punctuality
- Use positive language to reinforce good behaviour and attitude and we celebrate our achievements.

The importance of display:

All classes should have a display that makes clear a number of elements that support positive behaviour for learning:

- School 'Good to be Green' rules and the 5Rs
- Positive behaviour chart explaining how gold cards can be earned
- Visual display of stages of behaviour cards from green, blue reminder, yellow, orange and red. There should also be a gold stage. Children's names or pictures should also form part of the display to help personalise reminders.

- Guidelines for managing negative behaviour in class
- Guidelines for managing negative behaviour at lunchtime/ playground

Exceptional and consistent behaviour for learning :

Individual 'gold cards' are awarded to children who follow the 'Good to be Green' Rules' and demonstrate positive learning attitudes:

Readiness, Responsibility, Resourcefulness, Resilience, Reflection.

1-4 Gold Cards	Celebrate in class circle time
5 Gold cards	Children named in Whole School Assembly and Gold certificate given
10 or more Gold cards in a term	Gold certificate sent home in the post

How we manage negative behaviour:

It is a fact that children learn through making mistakes. At John Scurr we believe that by challenging negative behaviour we are offering children the choice to learn from their mistakes and take positive steps to address their learning in a more positive fashion.

- We use a reminder system within the classroom

1. 'Blue reminder'

2. Yellow card – warning of consequence of persistent and deliberate negative behaviour
 3. Orange card – and warning of consequence of persistent and deliberate negative behaviour
 4. Red card – Following on from this, the teacher will talk to the parents and the child and, if necessary, the child may be referred to other support within school.
- For consistency in approach, this marries the system we use in the playground. At lunchtimes the 'thinking room' is used to address poor behaviour in the playground.

A 'red card' leads to isolation from the pupil's class or playground. If a child misses work during a period of 'Time Out' this work will subsequently need to be completed. A child who is spending 'Time Out' will be sent to a partner class. They will be expected to complete appropriate work set by the class teacher. If the behaviour is very serious the child will be sent to the Deputy Head or the Head Teacher.

Monitoring negative behaviour

Class teachers keep a log of any yellow, orange and red cards they have given during each week. These incidents are then logged (by the Behaviour Lead) in an accessible area in order for any staff members, including senior management to access and therefore track inappropriate behaviour. These logs are collated on a weekly basis and totals of cards are added up in the following way.

Orange – 2 points; **Red** – 5 points

If a child accumulates points and reaches certain thresholds then the following actions are taken

5–15 points	<ul style="list-style-type: none"> Class teacher talks with parent/ carer to discuss behaviour, identify agreed actions and explain the consequences of further negative behaviour.
15 points	<ul style="list-style-type: none"> Teacher arranges a meeting with the Behaviour Lead to discuss an Individual Behaviour Plan for that child. (IBSP) Class teacher arranges a meeting with parent/ carer to discuss behaviour, accompanied by the phase leader to review agreed actions and explain the Individual Behaviour Support Plan. The teacher, deputy head, child and parent/carer should sign this agreement. The IBSP is reviewed every half term and as soon as behaviour improves the child will return to the class behaviour system and parents will be informed

Meetings with parents are recorded and the record of the meeting is kept in the Behaviour Monitoring File.

- We have a Learning Mentor who focuses on behaviour support. Class teachers may make referrals to the Learning Mentor who will then work with a child and class teacher.
- We refer children to outside agencies if serious and challenging behaviour arises.
- We respond quickly and systematically to all negative behaviour.
- We use children as good role models and use them to support younger children who show challenging behaviour.

We expect children to:

- Follow the 'Good to be Green'
- Co-operate with other children and adults and demonstrate the 5Rs
- Know, understand and follow the Home-School Agreement.
- Tell an adult if they have a problem

We expect staff to:

- Create a culture of respect for all people.
- Provide positive role models at all times.
- Implement the school's rules, rewards and consequences fairly and consistently.
- Raise all children's self esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment in the classroom and elsewhere, both physically and emotionally.
- Form a positive relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that children are individuals and be aware of their needs.

We expect parents/carers to:

- Show respect for all members of the school community.
- Be aware of the school rules, rewards and consequences which are displayed in the school entrance and classrooms. Then at home to discuss these with their child.
- Ensure children attend regularly and punctually.
- Support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement.
- Support the actions of the school when we have to use reasonable consequences with a child. If parents have any concerns about the way that their child has been treated, they should contact the school immediately.
- Support their child in learning to resolve difficulties in a positive manner.

We expect governors to:

- Promote and monitor the implementation of this policy;
- Promote whole school adherence to the practices within this policy;
- Ensure equality of delivery to individuals and groups through monitoring exclusions.

Training and communication:

All staff will have an introduction to the Behaviour System as part of their induction program to the school. The Behaviour System will be shared with all staff on a yearly basis.

Where members of staff have difficulties managing behaviour of individuals or groups they can seek support from phase leaders and the senior leadership team.

Parents will receive training as part of PARENTS FORUMS and YEAR GROUP MEETINGS.

This Policy will also be available on the website.

How we ensure SEN and EAL children are included:

- Staff will follow the school's procedures, fairly and consistently dealing with SEN children at a level that they can understand in order to have a positive approach for all children.
- We may have positive behaviour strategies including a Behaviour Support Plan, for individual children where the child needs extra support.
- The Family Support Worker and teaching assistants will work closely with teachers to monitor and support, through individual or group work.
- Information can be available in other languages for children and adults to read and discuss together.
- Where an individual child's behaviour is clearly outside of the scope of the behaviour policy due to potential SEMH, (Social, emotional, mental health difficulties) their behaviour might need additional support i.e. an individual behaviour chart or reward system. In this instance an immediate assessment of needs will be done and relevant agencies will be involved. This may include
 1. Child and Adult Mental Health Services (CAMHS)
 2. Cherry Trees behaviour support
 3. Support for Learning services (SLS)
- As assessments are completed, plans for the child will be modified in the light of advice and feedback. It is essential in these situations that parents/carers are fully involved in the process and that their needs and input is the clear focus in any plan for the child.

Exclusion (Consequences of serious unacceptable behaviour):

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify their behaviour. We see exclusion as a last resort. However, there are incidents or circumstances where it will be the only appropriate step. We follow the LBTH Exclusion Guidelines in all matters involving Exclusion.

Internal Exclusion:

An internal exclusion means that a child will complete their set work either in another classroom or in the office with a member of the Leadership or Senior Leadership Team for at least half a day. The duration will be dependent on the circumstance and history of behaviour. The child will not be permitted to be in the playground at break or lunchtime, nor be able to attend an educational visit on that day. Repeated internal exclusions could result in a fixed term external exclusion.

Fixed Term External Exclusion:

If an incident may be deemed serious enough to consider fixed term exclusion, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the exclusion and the measures parents/carers can take in relation to them. If a place in an alternative provision has not been provided, the school will provide work for the length of the exclusion. It is expected that this is returned to be marked. On return to school, the parents/carers and child will meet with a member of the Leadership Team at a re-integration meeting to discuss future actions to ensure the behaviour does not reoccur.

Incidents deemed serious enough to consider fixed term exclusions include:

- The pupil had failed to heed warnings about similar behaviour in the past
- The offence was premeditated
- There is a history of similar incidents
- The severity of the physical injury sustained and whether the injury was deliberately inflicted
- The victim was particularly vulnerable, e.g. much younger or weaker than the pupil
- The pupil has received significant support from the school in the past to modify behaviour
- The pupil encouraged others to behave inappropriately in relation to the offence
- The pupil shows no contrition or a willingness to accept responsibility for his/her actions

Pastoral Support Plans (PSP):

On very rare occasions, it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour or persistent poor behaviour being displayed. In this circumstance, the school will put a PSP into place in order to support the child and try to prevent the behaviour reoccurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies, including the Behaviour Support Service (BSS) will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

Health & Safety:

We will:

- Undertake a risk assessment of any children who display disruptive behaviour;
- Create a Positive Handling Plan for any child who requires positive handling;
- Train staff who may need to work with children who require positive handling;
- Ensure all staff are aware of the policy on positive handling of children.

Physical Intervention:

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a child from:

1. Assaulting or injuring another person;
2. Injuring themselves;
3. Putting himself/herself into danger (e.g. attempting to run away);
4. Damaging property.

For further details please see our Physical Restraint Policy.

Positive Handling at John Scurr Primary School

Positive handling is the positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property.

Staff at John Scurr Primary School recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety and well being. This sits within our Behaviour and Child Protection policies.

We provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations. Members of staff from across the school are trained by **Team Teach Ltd** and incidents are recorded in a Bound and Numbered book to ensure openness and honesty and to promote good practice.

Confiscating Items:

Unapproved items brought into school by children such as; sweets and electrical items may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them until further guidance is given.

The Head teacher can authorise a search without consent for items including stolen property; this search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

Incidents Outside of the School:

In accordance with the information published by the Department for Education entitled “Behaviour & Discipline in Schools”, the school has a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006, gives Head teachers a specific statutory power to regulate children’s behaviour in these circumstances “to such extent as is reasonable”. Examples of such unacceptable behaviour include:

- Taking part in any school-organised or school-related activity;
 - Travelling to or from school;
 - Wearing school uniform or in some other way identifiable as a child from John Scurr Primary School
- In extreme cases of unacceptable behaviour (such as cyber bullying) at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school;
 - Poses a threat to another child or member of the public;
 - Could adversely affect the reputation of the school.

Health and Safety:

- Undertake a risk assessment of any children who displays disruptive behaviour.
- Create a Positive Handling Plan for any child who requires positive handling.
- Team-Teach trained staff to work with children who require positive handling.
- Ensure all staff is aware of the children on a positive handling plan.

Resources:

- We have expert advice and training to ensure we are up to date with LA and national initiatives.
- We use books, visuals and circle time material through weekly class Reflection Time and in whole school or phase assemblies to reinforce positive behaviour.

Please also refer to other linked policies/procedures:

- Inclusion
- Equalities Scheme
- Anti-bullying
- LBTH Exclusion Guidance
- Physical Restraint

We will know that Behaviour for Learning is outstanding when:

- The behaviour for learning has an impact on the attainment of pupils
- Our behaviour Monitoring file shows an increase in positive behaviours and a decrease in negative behaviour for targeted groups
- That children with persistence behavioural issues are well supported and their families are able to work in partnership with us to improve behaviour
- There is a consistent approach to the policy by all stakeholders
- Behaviour Monitoring is reported regularly to the Governing Body.

Behaviour criteria for positive learning attitudes.
Positive attitudes earn Gold cards!

Golden Rules	Learning qualities	What this looks like
We work hard and try our best	Readiness	I demonstrate curiosity by asking good questions I am motivated and get straight into any task I am given I am always on task
We are gentle and kind We listen to others We respect others We are polite and helpful	Responsibility	I ask about my learning so that I know what do and I always do my best in learning I take opportunities to help others when they are learning
We are polite and helpful We listen to others We look after property We work hard and try our best	Resourcefulness	I take different approaches to my learning when necessary I can take advice, listen and work well with others I know what to do when I get stuck I work in a careful and thoughtful way using resources appropriately

We work hard and try our best We respect others	Resilience	I keep going when learning is difficult I am always on task I am positive about my learning I stay calm when learning is difficult and manage my feelings well
We are honest We work hard and try our best	Reflection	I look back at my learning and can identify where I need to improve I read my marking and respond to it I accept my mistakes and learn from them I take opportunities to practice my learning I always do my homework