



Chorleywood Primary School
Behaviour for Learning Policy

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| Chorleywood Primary School <i>Behaviour for Learning Policy</i> | |
| Committee | TLA |
| Author | Rebecca Roberts |
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Signed.....

Position.....

CHORLEYWOOD PRIMARY SCHOOL

BEHAVIOUR FOR LEARNING POLICY



INTRODUCTION

At Chorleywood Primary School we believe in taking a positive and proactive approach to the teaching of behaviour for learning. We believe that for children to be successful in their learning they need to be supported to make the right decisions and behaviour choices. Making the wrong choices will have a negative impact on their learning, and the learning of others. Pupils and staff have the right to work in an environment which is safe, secure, supportive, consistent and fair.

Everyone at Chorleywood Primary School has a part to play in the promotion of high standards of behaviour for learning. Our staff and governors want to establish a clear and shared understanding between teachers, support staff, parents and children about the standards of behaviour we expect at school, how we encourage good behaviour and what we do to discourage inappropriate behaviour. Our school is inclusive and we adapt our behaviour management strategies to meet the needs of individual children.

AIMS

At Chorleywood Primary School children are inspired to develop a lifelong love of learning. We are passionate about offering challenge, fun and excitement within a caring and safe learning environment. We strive to ensure that everyone at our school is happy and successful.

Our aims;

- Every pupil to reach their potential both academically and socially
- Pupils have ownership of their learning
- Individual talents are developed
- Our inclusive philosophy means everyone is equal and differences are celebrated
- To work in partnership with parents to accelerate learning
- Pupils respect themselves, others and their school
- Pupils are given opportunities to make a positive contribution to the local, national and global community
- Everyone is encouraged to be independent and responsible
- Creativity is nurtured and celebrated
- Pupils are equipped with the skills and motivation to believe in themselves and always persevere.

PRINCIPLES

There are four basic principles upon which our behaviour policy is based:

- We have a responsibility to teach our pupils the difference between right and wrong.

- We believe it is our duty to promote, encourage and reward positive behaviour for learning.
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.
- Pupils must reflect on their decisions and take responsibility for their unacceptable behaviour.

OUR BEHAVIOUR FOR LEARNING CHARACTERISTICS

The governors of CWPS have worked in partnership with all stakeholders to review the Behaviour for Learning Policy, and more specifically create our behaviour for learning characteristics.

The final characteristics are:

Listener

Enthusiastic

Ambitious

Resilient

Nurturing

Engaged

Respectful

Our expectation of pupils' behaviour is very high and we expect all pupils to actively engage in their learning and demonstrate the above characteristics.

The governors believe all children should take responsibility for their behaviour in line with the school behaviour levels. The British Values and the Spiritual, Moral and Social and Cultural curriculum underpin these expectations.

We promote and celebrate these behaviours as we believe they are essential to facilitate excellent learning.

The school incorporates the below British Values in assemblies and in various curriculum areas.

These values are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of different faiths and beliefs

RIGHTS AND RESPONSIBILITIES

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. The PSHE curriculum is used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

In all classes children are given areas of responsibility to develop their independence

Every class has a 5 stage behaviour for learning chart. This is to encourage pupils to take responsibility for their own behaviour. Adults use this as a way of pupils to reflect on their behaviour.

Classroom management and teaching methods have an important impact on children's behaviour. Our classroom environments give clear messages to children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms are organised to develop independence, they are arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a safe and welcoming environment, which is accessible to all learners through differentiation.

Our Y6 pupils have been trained in Peer Mediation. At lunchtime they support the other children by facilitating the resolution of low level conflict.

BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

All adults in our school are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour for learning. We ensure that children experience success through their efforts and feel recognised as an individual.

We believe that adults in school should lead by example and be good role models in their relationships and the way they talk to others. This approach will establish a culture of understanding, respect and good manners. This will lead to collaboration and positive attitudes to learning.

PROMOTION OF SELF-ESTEEM AND SOCIAL SKILLS

In every lesson we are developing all children's social, emotional and behaviour for learning skills. This underpins our whole ethos. The Personal Social Health and Economic curriculum is a specific tool to teach children about:

- Relationships.
- Health and wellbeing.
- Living in the wider world: Economic wellbeing and being a responsible citizen.

We also have an e-safety scheme of work to raise pupil awareness of staying safe on the Internet and general security aspects. This scheme of work begins in Nursery.

PRAISE AND REWARDS

Each class has individual and whole class reward systems in place to recognise and encourage good work and desirable behaviour. These include:

- Smiles, encouragement and praise which is meaningful, specific and refers to behaviour for learning
- House points
- Individual class reward systems
- Being given an area of responsibility in the classroom
- Stickers
- 3 Star Award pupils identified at Celebration Assembly
- Showing significant achievements to the Headteacher, other teachers, other classes and also in assemblies
- Conversation at the end of the day, phone call Sharing good news with parents/carers
- Awards Days in July
- Developmental Marking

CELEBRATION ASSEMBLY

We believe the balance between reward and consequence should be biased in favour of rewarding the good behaviour fostered in the school's positive environment. We hold a celebration assembly each week. Teachers or pupils choose a child from each class to be rewarded with a Star of the Week certificate and share their social or academic achievement with the rest of the school. One award per class is awarded for behaviour for learning focus for that week. Teachers also use the behaviour for learning terminology in certificates to positively reinforce desired behaviours - this may be a "Resilient Ranger" or "Persevering Pupils"

DEALING WITH UNACCEPTABLE BEHAVIOUR

We understand that children may make the wrong choices for a variety of reasons. Adults use a whole range of strategies to ensure that children's behaviour does not impact negatively on their learning or the learning of others.

These include:

- Staff being calm and respectful when faced with challenging behaviour. This reduces conflict and leading by example.
- De-escalation strategies are employed.
- Children are given time to calm down after an incident. Acknowledge that they may be feeling angry and/or upset.
- Recording incidents on ABC charts and identify any patterns in triggers.

For fairly mild behaviour which is disrupting the flow of teaching, learning or safe play, we always check for understanding of the task/instruction. A child is given a reminder of what the adult does want to see. If the negative behaviour continues, a warning is given to 'Make a good choice'. If the negative behaviour still continues however, a consequence will be applied.

See Appendix for the Behaviour Levels

The purpose of intervention is to modify behaviour. Persistent negative behaviour can indicate an underlying problem, which needs investigation. In cases of serious concern the support and advice of the Inclusion manager or outside agencies may be sought.

PUPIL SUPPORT SYSTEMS

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, who have specific needs relating to behaviour, may find it continually difficult to follow access the curriculum in the same way other children can. In these rare situations pupils have individualised programme specific to their needs.

In order to support our most vulnerable pupils, individual strategies will therefore need to be implemented. These may include:

- Play therapy
- Meeting of all involved, including parents/carers - to draw up a plan of action
- Regular liaison with parents/carers
- Home-school book
- Lunchtime raffle tickets
- SEND staff and class teacher jointly planning appropriately differentiated work
- Daily planners and targets set with appropriate rewards

- Use of a 'Safe Haven'
- Additional 1:1 support for emotional well-being or learning
- Relevant staff training or CPD
- Involvement of outside agencies (Behaviour Support Team, Educational Psychologist etc.)
- Common Assessment Framework

It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child or a Pastoral Support Plan (PSP) if the child is at risk of exclusion. Application for an Educational Health Care Plan may be made in the longer term, if appropriate.

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

At Chorleywood Primary School we believe in working to build a partnership with parents/carers so that we are able to support their child by promoting good behaviour and attendance. It is essential that parents reinforce behaviour expectations. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Home School Agreement.
- Newsletters and through awards which are sent home.
- The procedures as laid out in this policy and our parent/carers behaviour leaflet which explains the behaviour system, associated rewards and sanctions.
- The procedures as laid out in our Anti-bullying and Harassment Policy and leaflet for parents/carers.
- Ensuring parents are involved in working with the school in managing their child's behaviour issues including through their involvement in IEP, PSP and CAF meetings where appropriate.

EXCLUSIONS

The school follows the DfE 2012 and HCC guidance. Copies are available from the Head teacher and the school office.

Only the Head teacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- The pupil seriously breaches the school discipline policy in a violent way;
- A range of alternative strategies have been tried and failed;

- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary, consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at a school.

LIAISON WITH OTHER AGENCIES

Where there is continuing cause for concern, class teachers should discuss arrangements for securing external advice with the INCo. Support may be obtained e.g. from the area Behaviour Support Team, Educational Support Centre or Primary Support Base.

PROCEDURES FOR EVALUATION AND REVIEW

Our Behaviour for Learning Policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers
- School Council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer feedback at PTA meetings, parents' community group
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

COMPLAINTS

The school's procedures for dealing with complaints about behaviour are a declared part of the school's procedures for handling all complaints.

RELATED POLICIES

- *Anti-Bullying and Harassment Policy*
- *Equality Policy*
- *Complaints Procedure*
- *SEND and Inclusion Policy*

APPENDIX

Chorleywood Primary School - Behaviour Levels

| | Sanctions | Strategies | Records |
|---|--|---|---|
| Level 1 <i>Low level disruption in class or on the playground</i> | Warning given Name moved on the <u>behaviour</u> for learning board. Making up any missed work. | Discuss the child's <u>behaviour</u> with them 1-2-1 Reward/ incentive offered Discuss with parents as necessary if <u>behaviour</u> is ongoing Discuss with child at Pupil Consultation Children offered Peer Mediation | Code Charts Pupil Records Conversation with class teacher |
| Level 2 <i>Disruption of lesson / playtime activities</i> | Classroom Child is moved within the classroom to complete their work on their own. Morning play or part of lunchtime is missed and supervised with by an adult. Playtime / lunchtime Child is asked to remove themselves from the activity they are disrupting and if necessary miss 5 mins of play in timeout. Being moved on the <u>behaviour</u> for learning board. | Seek advice from the <u>INCo</u> Discuss with parents Discuss with child at Pupil consultation Children offered Peer Mediation Persistent Code 2 <u>INCo</u> to arrange meeting with parents and CT Child to be placed on the SEN register for their <u>behaviour</u> <u>Personalised</u> reward system implemented | Code Charts Record of communication with parents |
| Level 3 <i>Prevention of other children learning / playing in peace</i> | Classroom Internal exclusion - child to be excluded to another classroom, ideally Team Leader KS1 - 20mins KS2 30 Mins. Children to be sent with work Playtime / lunchtime Child to have timeout for a fixed period of time | Child to be placed on the SEN register for their <u>behaviour</u> Referral to <u>Chessbrook/ Highwood</u> Support from <u>INCo</u> - circle of friends / social skills training Completion of CAF 4 week <u>behaviour modification programme</u> | ABC Charts Record of communication with parents |

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| | KS1 - 5mins KS2 10 Mins To be sent to have timeout in Nursery Lunch club. | | |
| Level 4 <i>Serious behaviour</i> | Exclusion from class for ½ day and Lunchtime detention with the HT/DHT Classroom Child sent to the HT/DHT To discuss their <u>behaviour</u> . Playtime / lunchtime Child sent to the HT/DHT To discuss their <u>behaviour</u> . Depending on the length left of the playtime child will either spent the rest of play HT/DHT to contact parents and arrange a meeting | Persistent Level 4 Referral to Educational Psychologist Referral to <u>Chessbrook/Highwood</u> Support from <u>INCo</u> - circle of friends / social skills training Pastoral Support Programme in Place Completion of CAF Individual <u>behaviour modification programme</u> Pastoral Support Programme Risk assessments undertaken Educational Health Care Plan 1-2-1 adult support | ABC Charts Record of communication with parents |
| Level 5 <i>Extreme violence and aggression</i> | Immediately send for HT/DHT to deal with the situation Fixed term exclusion Permanent exclusion for persistent violation of Level 5. This would only be done in extreme circumstances with the agreement of governors. | Persistent Level 5 Pastoral Support Programme in Place Completion of CAF Liaise with the Inclusion Team at the LA Referral to Educational Psychologist Referral to <u>Chessbrook/Highwood</u> Individual <u>behaviour modification programme</u> Reduced timetable Educational Health Care Plan 1-2-1 adult support | ABC Charts Record of communication with parents Notify LA |

Chorleywood Primary School - Examples of Behaviour Levels

Level 1

- *Inappropriate swinging on chairs*
- *Calling out inappropriately*
- *Silly noises*
- *Not listening*
- *Interfering with peers*
- *Not following instructions*
- *Damage of property through carelessness*
- *Talking in class whilst the teacher is talking*

Level 2

- *Repeating above after receiving 'Level 1'*
- *Being unkind*
- *Running in the corridor*
- *Name calling*
- *Unacceptable standard of work*
- *Rough play*

Level 3

- *Repeating above after receiving 'Level 2'*
- *Ignoring adult instructions*
- *Biting, spitting, stealing, swearing*
- *Answering back to adult*
- *Re-actional behaviour*
- *Throwing things*
- *Unsafe behaviour*
- *Not telling the truth*
- *Persistent name calling*
- *Exposing themselves*

Level 4

- *Repetition of behaviour after being given a 'Level 3'*
- *Using social media to intimidate / upset another person*
- *Violent behaviour*
- *Swearing at someone*
- *Fighting*
- *Stealing*
- *Damaging property*
- *Racism/ Bullying - more than one incident*

Level 5

- *Repeating above after receiving 'Level 4'*
- *Extreme aggression or violence endangering other people*
- *Pupil completely losing control of their behaviour*
- *Physical violence towards an adult*
- *Swearing at an adult*

Behaviour and discipline in schools

(A guide for head teachers and school staff)

DfE 2012

Key points

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Heads 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.

The school Behaviour for Learning Policy - what the law says:

The head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;

and which

- regulate the conduct of pupils.

Ensuring good behaviour in schools DfE 2012

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Punishment

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. Head teachers can also decide to exclude a pupil for a fixed period (to suspend) or to permanently exclude them.

Searching pupils

School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions⁷. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to

provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents

The standard of behaviour expected of all pupils must be included in the school's home-school agreement which parents must be asked to sign following their child's admission to a school.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Liaison with other agencies

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.