

Behaviour for Learning Policy

2018- 2019



Governors' statement of general principles with regard to behaviour

Rationale and purpose

1. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (behaviour and Discipline in Schools, 2012).
2. The purpose of the statement is to provide guidance for the head-teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents as well as taking full account of law and guidance on behaviour. It is intended to help all staff be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.
3. This document is a statement of principles, not practice. It is the responsibility of the head to draw up the school's Behaviour Policy bearing in mind these agreed principles. The Head is also asked to take account of the guidance in DfE publications '*Behaviour and Discipline in Schools: a guide for headteachers and school staff.*'
4. The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children and be available on the school website.

Principles:

1. *High standards of behaviour:* The governors of Holbrook School strongly believe that high standards of behaviour are essential for children to make the best possible progress in their learning. Children need to be able to make good progress and staff need to be able to promote good learning without interruption.
2. *Right to feel safe at all times:* All children, staff and visitors have the right to feel safe at all times in school. There should be mutual respect between staff and children and between children. Similarly all children, staff and visitors should demonstrate mutual respect.
3. *Inclusivity:* Holbrook Primary School is an inclusive school; as such the school community should be free from discrimination of any sort as laid down in the Equality Act, 2010. To this end the school must have a clear and comprehensive anti-bullying Statement that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ethnicity, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
4. *Equality:* The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.
5. *School Rules:* The School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other relevant parts of the school and shared with and explained to all children. Governors expect the rules to be consistently applied by all.
6. *Rewards:* Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the school. These should be made clear in the Behaviour Policy. The rewards system should be monitored regularly for consistency, fair application and effectiveness.
7. *Sanctions for unacceptable/poor behaviour:* Sanctions for unacceptable/poor behaviour should be known and understood by staff and children and consistently applied. The range of sanctions should be described in the Behaviour Policy so that children, staff, and parents/carers can understand how and when these are applied. The governors feel strongly that exclusions, particularly those that are permanent, must only be used as a last resort. It is important that sanctions are monitored for their proper use, consistency and effective impact.
8. The policies should include details of the following:
Power to use reasonable force or make physical contact: the situations in which reasonable force may be used; including removing disruptive pupils from classrooms, or preventing them from leaving.

The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when a child is taking part in any school organised or school related activity.

9. *Pastoral care for staff:* Employers should not automatically suspend a member of staff who has been accused of misconduct pending an investigation. The governing body advises the head teacher to draw on the advice in the guidance set out in 'Dealing with Allegations of Abuse against Teachers and Other Staff' when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Review

This statement of Principles will be reviewed every 2 years, or as necessary. The school Behaviour Policy will be reviewed annually.

Our Mission, Our Values

Our Mission at Holbrook is to **Inspire**, **Nurture**, and **Challenge** every child so that they realise their full potential.

Our Values should help us fulfil this mission:

Aspiration

Curiosity

Collaboration

Respect

Resilience

Innovation

Introduction

Our Behaviour for Learning Policy is designed to ensure that all young people at Holbrook Primary School have the opportunity to **learn, achieve** and **be successful**. We expect high standards from our pupils in terms of work and behaviour. We believe that every member of the school community has the right to be able to realise his/her full potential in a secure, safe and happy environment. Each pupil has the right to expect support and action if their happiness, well-being or safety is threatened.

We emphasise the need for all pupils and staff to respect each other and those who work with them. We also believe everyone connected with the school has a responsibility to respect the wider community and promote a positive image of the school.

This policy has been written so that all of us – members of staff, parents, carers, pupils, and governors- can work together to maintain good behaviour, attitudes and standards of work.

Good behaviour and good discipline are essential if effective teaching and learning are to take place.

Ethos

We want everyone to:

- Be involved in learning;
- Aim for achievement at their highest possible level;
- Experience and celebrate success;
- Learn from their mistakes;
- Build relationships based on respect;
- Have academic self-esteem.

This means that everyone has a responsibility to ensure that:

- **Learning is the priority;**
- They show respect, courtesy and consideration towards all members of the school community;
- They are honest and co-operative with others;
- They follow the rules and procedures of the school;
- They show respect for the local community and promote a positive image of the school.

Aims for Behaviour

- To teach children to think about their behaviour and to learn self-control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children politely and fairly so that they learn to be polite and fair.
- To teach children to respect difference.
- To praise and reward good work, behaviour and attitudes.
- To instil an intrinsic sense of pride in doing the right thing

Rights, Responsibilities, Rules, Routines

We have **rights**:

- Pupils- have a right to be heard, a right to learn and a right to be safe;
- Teachers/Staff – have a right to teach in a friendly, safe and satisfying school that is supported by the school community;
- Parents/Carers- have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

We have **responsibilities**:

- To be concerned about ourselves, other pupils, parents, carers, teachers, our belongings, our school and equipment;
- To help and encourage others;
- To try our best;
- To be on time;
- To be honest and fair;
- To be polite;
- To show respect for others;
- To be understanding of others.

We all have to follow the **rules**:

- Do be gentle, don't hurt anyone;
- Do be kind and helpful, don't hurt people's feelings;
- Do be honest, don't cover up the truth;

- Do work hard, don't waste time;
- Do look after property, don't waste or damage things;
- Do listen to people, don't interrupt.

We have **routines** for encouraging good behaviour and **sanctions** for inappropriate behaviour. Encouraging good behaviour for learning is the responsibility of everyone in school. We will do this by:

- **Providing good quality teaching;**
- Marking work regularly and giving feedback to help pupils make progress;
- Giving rewards;
- Having clear and consistent expectations;
- Ensuring a pleasant, safe and stimulating learning environment;
- Having high standards and high expectations;
- Noticing and remarking on the children who always work hard and follow the rules;
- Encouraging positive relationships.

Encouraging Positive Behaviour

We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise.

In addition to regular teacher praise we have other strategies:

- Every child has his or her name on display in the 'It's Good to Be Green' wallet, displayed prominently in the classroom;
- Each day starts with everyone on green;
- Children who have stayed on green all week (the majority of the school) are recognised each week at the Friday celebration assembly;
- When appropriate, teachers will send children with their **work of high quality**, or work which shows significant steps for that child, to the SLT office for praise, a salute and a sticker from a member of the SLT;
- Two children from each class will be selected for a **certificate** each at the Friday celebration assembly; one pupil will be recognised for academic work and effort and one pupil will be recognised for attitude and social responsibility;
- Teachers, HLTAs and Learning Support Assistants may choose to ask children to show their **good work** to other members of staff;
- Teachers may reward pupils by asking them to take on **special jobs** or responsibilities within the classroom;
- Teachers may choose to give out **stickers** to children in their own classes for specified reasons but these must not conflict with the central system and teachers should be clear about the message given by the award of a sticker; **any sticker must have a specific message** rather than a general one such as 'brilliant', 'super' etc.
- **All members of staff** will show an interest when they see children wearing a special sticker.

NOTE:

No individual class system can replace or alter the central school system of 'Stay on Green'.

Class rewards:

- Each week the class may earn a 'Hug on the Rug' for collective work towards whole class agreed targets;
- Teachers nominate two pupils to hug the school bear on the red carpet;
- A pupil collects a sticker for the class chart each time a hug has been awarded;
- Teachers may negotiate 'treats' with their class based on the number of hugs gained over a term; these treats are set in advance so that classes are motivated to earn them;
- If every class receives a 'Hug on the Rug' then the Headteacher receives a sticker.

Sanctions

The majority of children respond to a simple 'telling off'. For those children who find it hard to behave or who consistently challenge our rules, we have a framework of sanctions.

For individuals:

- The member of staff gives a verbal warning and the inappropriate behaviour is explained; expectation for improvement and 'staying on green' is given;
- **The 'Stay on Green' system is used to move away from green;** (See the section on 'Stay on Green' for information on this system.)
- All members of staff use the system;
- Each day starts on green;
- Pupils who fail to work productively in class should make up this time in their own time or at home;
- Pupils may be **sent to other classes** for sessions but must take work with them;
- Pupils may be **isolated within classrooms** to enable them to complete work;
- See separate section on fighting.

NOTES:

No individual class system can replace or alter the central school system of 'Stay on Green'.

For most children receiving one red card is sufficient to improve their behaviour. Where a child receives more than one red card in a block SLT may decide to limit the child's access to lunchtimes or playtimes in an effort to improve behaviour. In designing a response to frequent offences, due regard will be given to the factors involved, including teachers, subjects, type of activity, and time of day. Responses to repeat offences should be based on clear information gathered through the Red Book. In extreme cases SLT may decide to hold a Behaviour Strategy Meeting. This meeting will include all relevant stakeholders including Parents, the Class Teacher, the Inclusion Manager, the Pastoral Manager and any relevant external agencies i.e. social services.

These meetings will be formal and will include:

- Discussion of behaviour incidents and concerns which have led to the meeting being held;
- Parental views about behaviour in school and at home;
- Identification of inclusion/intervention strategies which are in place;
- Identification of external agencies who should be contacted for support i.e. behaviour support;
- Identification of further sanctions which will be imposed if behaviour does not improve i.e. exclusion, reduced timetable.

In cases of extremely poor behaviour or if there are no responses to all our previous strategies, children will be excluded from school for a fixed term or permanently. Wiltshire Council procedures will be followed in all cases of exclusion.

All exclusions are serious and we shall work hard to avoid them; principally by home and school working together.

For classes or groups of children:

- Occasionally, sanctions are applied to whole classes or groups of children. These include loss of playtimes or privileges;
- A teacher will always explain to a class why privileges have been withdrawn and why the sanction is being applied to the whole class.

The 'Stay on Green' System

This system (also referred to as 'It's Good to Be Green') is a recognised way of promoting the positive behaviour we wish to see in all our pupils.

Every child has a named pocket on the behaviour wallet chart. This is prominently displayed in the classroom. The green ticket is on show for each child. Every child starts the day on green. The point is to *stay on green*. At the end of the day, the number of green cards on show is added up.

Staying on green means the pupil is doing exactly what is expected of her/him. It means s/he is following school rules, listening, following instructions and **working hard in lessons**.



The principles behind this system are:

- Children get recognition for doing the right thing and doing what is expected of them;
- No child is neutral; no child is forgotten or overlooked- The child who does everything expected of them in a quiet, unassuming way is still recognised if s/he is on green;
- There is a presumption that the majority of children will be *on green all the time*;
- Children who move away from green can work their way back! Pupils can turn a situation around;
- The consequences for not doing the right thing are clear;
- All adults take responsibility for promoting positive behaviour;
- The headteacher (or a senior member of staff) is the last resort;
- Behaviour can be 'nudged' in the right direction;
- Every day starts on green;
- The value of gaining a star and the shock of going to red can only be maintained if they are not overused.

Operation of the system

1. All children have a pocket with their name on the class wallet.
2. Green cards are displayed for every child at the start of the day. If a child is away, the green card is taken out. This is an important action to recognise that a child's green status is the result of their positive behaviour.
3. A Star card is added for the child who deserves special praise. These are laminated and small in size so that the green colour is still on show.
4. A warning is given if a child is likely to move off green.
5. If, after a warning, the child has not improved their behaviour or work commitment, the orange card is displayed. The child must work back to green.
6. Praise is given when the child moves back to green.
7. A warning is given if the child is likely to move off orange.
8. If, after a warning, the child has not improved their behaviour or work commitment, the red card is displayed.

9. The red card means a pupil is removed from the class. The headteacher (or a senior member of staff) will see all children removed from class. Members of staff will send pupils with a red card stating either 'The incident has been investigated' or 'The incident has yet to be investigated'.
10. A decision will be made on whether the child can return to his/her own class, go to another class or stay in the SLT office.
11. The person issuing the red card should write in the Red Book in the SLT office. This must be done by the end of the school day.
12. As a minimum, pupils in receipt of a red card will lose the next available playtime and lunchtime play. A black bench, near the staff room, has been provided for children to sit on during their lost playtimes.
13. In some cases, pupils will be instructed to stay at the SLT office or with a member of staff if the black bench is not an appropriate sanction.
14. It is the responsibility of the member of staff issuing the red card to ensure the sanction is applied. Cards to remind pupils they need to report to the bench are in each classroom.
15. On return to their own class, the child must work his or her way back to green, passing first through orange.
16. The number of green cards is added up at the end of the day and recorded. All green cards on display are counted even if a child previously had amber or red on display. If they worked back to green, their point is included.

WARNING	WARNING	★	
Negative Behaviour		Positive Behaviour	
↑	↑	↑	↑
You have to leave the lesson	Time to change your behaviour! Work back to Green!	Start here/Stay green	Add stars if you can!
Anti- social Behaviour		Pro-social Behaviour	
This behaviour stops you and your class learning!		This behaviour helps you and your class learn!	

Red Card Consequences

1. All red incidents are recorded.
2. As a minimum, pupils in receipt of a red card will lose the next available playtime and lunchtime play. A black bench, near the staff room, has been provided for children to sit on during their lost playtimes.
3. In some cases, pupils will be instructed to stay at the SLT office or with a member of staff if the black bench is not an appropriate sanction.
4. It is the responsibility of the member of staff issuing the red card to ensure the sanction is applied. Cards to remind pupils they need to report to the bench are in each classroom.
5. Children with several red incidents in one term will be monitored and their access to playtimes and lunchtimes may be limited in an attempt to improve behaviour. In extreme cases the SLT may decide to call a Behaviour Strategy Meeting which will include all relevant stakeholders.
6. In designing a response to frequent offences, due regard will be given to the factors involved, including teachers, subjects, type of activity, and time of day. Responses to repeat offences should be based on clear information gathered through the Red Book.

Recognition for Stars

1. A star is awarded for special work or special effort. It should not be given to the child who is doing what s/he should be doing, e.g. working hard.
2. Stars should not be awarded too often.
3. Stars should be an aspiration and a motivational tool. They will be devalued if used too often. A good rule of thumb is no more than five per class per week as this equates to one per day.
4. Any child with a star during the week will stand up in assembly on Friday for a whole school salute.
5. In exceptional circumstances, a child could be awarded more than one star in the same week.

Green Points

1. The green points count towards the weekly 'hug on the rug' award.
2. Each day, green points are totalled.
3. At the end of the week, if a class has passed the threshold for awarding the 'hug on the rug' this is recognised at the Friday assembly.
4. The threshold is worked out by the teacher taking into account the number of children in the class, any special factors (individuals with special behavioural plans) and the likelihood of all children staying on green. Therefore the threshold may vary from class to class.

Example Class has 30 pupils with one child on a special behavioural plan. 150 points means that the teacher expects everyone to be on green every day, every week.

Realistically, the teacher expects 28 children to stay on green on a regular basis. The threshold is set at 138 to recognise that a little lee-way is needed.

If the 138 threshold is met each week, with ease, it can be increased.

Lunchtime Incidents

1. Lunchtime incidents are reported to class teachers.
2. The class teacher must make a judgement on whether the incident affects the child's 'stay green' status.
3. It is permissible to decide an incident at lunchtime should not affect the status of green if that child is working and learning well in class.
4. Serious incidents, e.g. use of physical violence, should be dealt with as a 'red' and the child sent to the headteacher or a senior member of staff.
5. If a child is moved to red as a result of a lunchtime incident, the sanctions for red cards should be applied and the person issuing the red card must complete the red book.

Fighting and Inappropriate Physical Responses

It is NOT alright to fight. Fighting is not allowed in school.

- We do not allow play fighting as this can lead to real fights and watching a fight is not alright; it makes things worse.
- Children must not hit back.
- Hitting someone because they accidentally knock you is not appropriate.
- It is wrong to get an older brother or sister or friend to hit someone too.
- It is important to tell a member of staff if there has been a fight.

We have these rules for the following reasons:

- We want children to learn to speak up for themselves, to learn how to explain and reason and to understand the consequences of their behaviour;
- We are committed to showing children that there are other ways of resolving arguments and that they must learn to get things in proportion;
- We want to prevent accidental knocks and petty incidents from becoming major incidents, which can take up valuable teaching time and cause a lot of upset;
- We want children and parents to report conflict to the staff so that matters can be dealt with fairly, as soon as possible, and with the children involved.

If a pupil is involved in a physical incident, a member of the SLT may ask the member of staff dealing with the matter to complete a written record of the circumstances. Pupils may, where appropriate, also be asked to complete a written account.

Lunchtimes and Playtimes

Incidents at lunchtime that cannot be resolved between children (with adult support) or which require additional intervention should be reported to the class teacher. The teacher should then make a decision about the use of the behaviour code. Further discussion may be required before this decision is made.

All fights or incidents of physical aggression should be treated as 'red incidents' and the correct procedure followed.

Completion of work

If a child has not completed work during a lesson a teacher may decide to reduce their playtime or lunchtime in order to finish. This decision may reflect poor presentation and the need to rewrite or a lack of productivity during a lesson. It is the class teacher's responsibility to supervise pupils who need to complete work.

Where appropriate a child may be directed to take work home to complete. In this case the instructions/resources must be provided to allow pupils to complete/rewrite a piece of work. The deadline for completion and the return of work must be explicit. If work is not returned further intervention/sanction may be required.

Some pupils may choose to complete additional work/home learning during school time. The library is open at lunchtimes for this purpose.

Monitoring Behaviour

All members of the SLT have a role in monitoring the Bullying/Race Incident/Homophobic/Disrespect and Abuse Logs. The Inclusion Manager will monitor to identify vulnerable children who may appear. Senior Teachers will monitor to identify any patterns of behaviour and/or names of pupils re-appearing. The Headteacher and Deputy Headteacher will monitor consistency of approach by staff and will follow up individual cases as required.

Behaviour will be monitored to ensure we are meeting the milestones of our Strategic Plan. Action Plans will reflect the areas of greatest need for attention and impact reports will be written for governors indicating the improvements made.

Children with Particular Needs

Some children have specific needs and may behave differently to their peers. We treat children as individuals and special arrangements and additional support may be provided. Our Inclusion Manager will advise teachers where special approaches or strategies are required. The Pastoral Manager is available to provide support for families and teachers that request it.

Information is provided for supply and PPA teachers in the form of a 'One Page Profile'. This includes details on how to support the individual child.

Bullying

Our school has an Anti-Bullying Policy, written by children and implemented by everyone who works at Holbrook Primary School. Since 2015 Cyber-bullying has been recorded separately so that information on this area can be gathered and correct responses can be designed.

Racism, Homophobic and Transphobic Incidents

We value and celebrate diversity. Incidents of racism or incidents of the use of homophobic or transphobic language are never acceptable at our school. We maintain a log of these incidents so that we can follow things up, speak to everyone involved and work to reduce future incidents.

Disrespect and Abusive Language

Since 2013, we have recorded incidents where pupils have been disrespectful about minority groups not covered in the Racism or Homophobic logs. These include children being disrespectful about special needs and matters which cause upset to children, such as weight issues.

Power to use reasonable force or make physical contact

Physical restraint should be limited to emergency situations and only used in the last resort. Physical restraint is the positive application of force with the intention of protecting the child from harming himself/herself or others or seriously damaging property.

Physical interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the child.

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

Members of staff should never:

- Act in temper
- Get involved in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way that will restrict blood flow or breathing
- Slap, punch, kick or trip the pupil

All incidents of physical restraint will be recorded using the pro-forma provided by Wiltshire Council. All incidents will be reported to the headteacher and Chair of Governors.

Dealing with Incidents Outside of School

The DfE's advice on behaviour and discipline in schools explains that staff may discipline pupils for misbehaviour when a pupil is:

- Taking part in any school-organised or school-related activity off site
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Pupils may also be punished, whether or not the above conditions apply, if the pupil's behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the school

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of Holbrook Primary School

Conclusion

This policy will be reviewed in line with the governing body's schedule of policy review. It should be considered alongside other relevant policy statements, in particular the Anti- Bullying Policy, E- safety Policy, and Safeguarding Policy.