



# Burlish Park Primary School



## BEHAVIOUR FOR LEARNING POLICY

**Person responsible: Headteacher**

**Date of policy: February 2018**

**Policy reviewed: March 2018**

**Date of next review: March 2020**



## **MISSION STATEMENT**

Our school aims to consider the uniqueness and individual needs of its pupils by delivering a broad, balanced, differentiated and relevant curriculum.

Each child is considered as a whole person developing skills, concepts and attitudes necessary for the opportunities and experiences of the future. We aim to prepare children to reach their full potential as responsible citizens.

Our school aspires to value everyone associated with it, irrespective of age, position, race, gender, background or ability. We endeavour to motivate, support and inspire personal, spiritual, emotional and educational growth in a safe and secure environment.

We aim to unite parents, pupils, governors, staff, L.A. and the local community, through agreed school policies, which aim to deliver a quality educational service where:

- every person is valued;
- every child is known and cared for;
- there is a strong balance between co-operation and competition;
- all successes are shared;
- difficulties are talked through;
- compassion and forgiveness are present;
- equal opportunities are given;
- lively enquiring minds are developed;
- the well-being of our school community is at heart.

## **Discipline and Behaviour.**

To create a pleasant atmosphere, conducive to learning, in which the children can work safely and efficiently, high standards of positive self-discipline are required and developed. All pupils are expected to be well-behaved and so bring credit to themselves, their parents and our school.

Good order and positive discipline are sought through good relationships. Generally the school enjoys a friendly, caring and supportive atmosphere and emphasis is given to encouraging and showing appreciation of good behaviour rather than to punish bad behaviour.

It is expected that parents who send their children to our school will be prepared to support the school fully in its insistence on high standards of behaviour not only in school but within the local community.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.



Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Where there is inappropriate behaviour, or a lack of the correct work ethic, teachers should consider whether criticism would be better delivered privately in order to prevent resentment. Within the classroom an ethos must be encouraged where errors are accepted as part of the learning process, and teachers and pupils model how we all continually learn from our mistakes.

### **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

### **School Code of Conduct**

- We act with courtesy and consideration for others at all times.
- We always do as we are told by an adult.
- We are polite, respectful and kind.
- We look after one another, our belongings and the possessions of others.
- We care for our school.
- In class we make it as easy as possible for the teacher to teach and for everyone to learn.
- We always walk quietly around school.
- We are silent when required to be.
- We always try to listen and respect the viewpoints of others.
- We keep the classroom tidy.
- Out of school we are always on our best behaviour as we represent the school.



## **Rewards and Sanctions**

We believe that it is the behaviour that might be unacceptable and not the child and therefore rewards and sanctions are to be kept separate; it is the behaviour that is labelled and not the child. Pupils must know that they have a choice to make and teachers will encourage pupils to make the correct choices. Individual pupils may require appropriate differentiation in the application of the rules, rewards and sanctions.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

### **Types of Rewards**

- Verbal praise;
- House points, stickers and chance cards (KS1 only);
- Visiting Headteacher/Deputy Headteacher;
- Headteacher stickers;
- Weekly house point tally to be kept;
- Celebration Assembly - Each class to have A Star of the Week - who will receive a certificate;
- Good work to be sent to phase leaders and Senior Leadership Team;
- Classes to have own individual ideas for class rewards e.g. raffle system, marbles in a jar etc...

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be clear that the person is being punished for their behaviour and not for who they are.

### **Types of Sanctions**

- A verbal reminder to improve behaviour;
- A verbal warning to improve behaviour;
- A telling-off;
- Removal from a class or group;
- Confiscating something inappropriate for school (see searches);



- A phone call or meeting with parents. On occasions this can be followed up with a letter home;
- Detention – loss of minutes off breaktime/lunch playtime / loss or whole breaktime/lunchplaytime;
- Refer to Phase Leader;
- Refer pupil to Senior Leadership Team who will speak with parents through a meeting or phone call;
- Fixed term or permanent exclusion.

Thus sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the DfE guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

The age of criminal responsibility is 10 years of age. In line with supporting community cohesion and harmony, the police will be informed of all incidents where the Head Teacher and Governors feel this is appropriate, regardless of pupil age.

### **Reasonable Adjustments**

As an inclusive school we have children who come to our school with Special Educational Needs. While we won't accept poor behaviour, we will arrange for reasonable adjustments in order to cater for children's individual needs. Agreed individual strategies will be implemented to support a positive behaviour.

Strategies could include:

- Time out;
- Learning in a designated area of the classroom or building;
- Working one to one in a group room with a named adult;
- Lunchtimes in designated areas or off the premises;
- Part-time timetables;
- Other strategies at the discretion of the Head teacher, Deputy Head, SENCO and teacher, in consultation with parents/carers and other professionals relevant to the child's needs.

### **Use of reasonable force**

School staff can use reasonable force to control and restrain pupils or to stop them hurting themselves or another person. This could include leading a pupil by the arm into a classroom.

The school's policy on the use of reasonable force as a last resort to restrain or control pupils, is detailed separately in the Positive Handling Policy.

### **Searches without your child's consent**

Schools do not need your child's consent to search them if they think your child has prohibited items, including:

- weapons,
- stolen items,
- pornographic images,
- alcohol, drugs or tobacco,
- anything that has been, or is likely to be, used to cause injury or commit an offence



- anything banned in the school rules

These things can be confiscated.

### **Legal requirements of a search**

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child will never be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

### **Behaviour Outside School**

Pupils' behaviour outside School on school 'business' e.g. school trips or away from school sports fixtures, is subject to the School's Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the school as a whole. If pupils' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Headteacher may use sanctions as detailed in this policy.

### **Reporting and Assessment**

A written report on a child's progress and attainment is issued once during the year. Opportunities to discuss a child's progress are given three times in the year, through Parents' Evening appointments in the Autumn and Spring terms and a drop-in session to discuss end of year written reports in July. Longer appointments are available for named pupils; these are referred to as "Parent Partnership Meetings".

Teaching staff are also available immediately after school on most evenings (depending on the issue, parents must either make an appointment via the office and/ or request a short informal chat).

There are also Open Mornings and Afternoons when parents and family may visit the school to see the children in their working environment. If, however, parents feel the need to discuss matters concerning their child at other times, they may make a mutually convenient appointment via the head teacher. Progress of all pupils is monitored closely by staff in order that children of all abilities are given opportunities to fulfill their potential.

### **Exclusions**

The statutory guidance from the Department for Education (DfE) is used in the case of permanent or fixed term exclusions.

The decision to exclude a student will be taken in the following circumstances:-  
(a) In response to a serious breach of the School's Behaviour Policy;



(b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff and others;
- Verbal abuse to students;
- Physical abuse to/attack on Staff;
- Physical abuse to/attack on students;
- Indecent behaviour;
- Damage to property;
- Misuse of illegal drugs;
- Misuse of other substances;
- Theft;
- Serious actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Arson;
- Inappropriate use of a mobile phone/ICT device;
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

### **Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team.



During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

### **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. This might include serious actual or threatened violence against another student or a member of staff.

### **Complaining about a punishment**

If you disagree with the way your child's been punished, first talk to the Headteacher. If you are not satisfied, please ask for a copy of the complaints procedure.