



Burlish Park Primary School



BEHAVIOUR FOR LEARNING POLICY

Person responsible: Headteacher

Date of policy: January 2020

Policy reviewed: March 2020

Date of next review: February 2021



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 knowledge, 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 aim to motivate, support and inspire personal, spiritual, emotional, academic and physical growth in a safe and secure environment.

We aim to unite parents, pupils, School Improvement Board (SIB), staff, the Rivers Academy Trust (MAT). 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 the heart.
- attendance and punctuality are essential.

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 and respect for one another. Our 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. This contributes towards a positive and respectful school culture.

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.



All learning environments are organised to develop independence and personal initiative. Furniture should be arranged to provide a setting 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. Overall the classroom should provide a welcoming environment with established routines and expectations for the behavior of pupils.

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/Deputy 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;
- Attendance lunch every half term;
- Attendance certificates and mascot;
- Good work to be sent to phase leaders and Senior Leadership Team;
- Superstar reader certificates;
- 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;
- Unable to represent the school in a sporting fixture;
- 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/lunch playtime;
- Refer to Phase Leader to be on report;
- 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 the School Improvement Board 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, in accordance with the Equality Act 2010 and the SEND code of Practice. 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 DfE document 'Use of Reasonable Force in Schools'.



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 the child.

The search witness must also be the same sex as the child if possible. Children 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 for Learning 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".

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



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 for Learning 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 for Learning 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 SIB have established arrangements to review 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 SIB 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 SIB and the MAT 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 Leadership 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.

Following any exclusion procedures, the Senior Leadership Team evaluates all actions and reviews policies accordingly.



Covid 19 annex September 2020

The Government's guidance for school employers during COVID-19 highlights that the Headteacher and MAT trustees still have a statutory duty and responsibility to ensure the health, safety and welfare of their workforce. This includes ensuring that there are proportionate and reasonable measures in place to ensure that all pupils and staff are safe during the coronavirus (COVID-19) outbreak.

As a result of the virus, the school's working environment has had to change in light of the Government guidance. Risk assessments have been undertaken and will be regularly reviewed in line with advice, in order to protect and uphold the highest standard of health and safety for our pupils and staff at this time.

The reward system will remain the same. House points can be collected and celebrated. The issuing of chance cards and prizes for awarding points will be on hold during this time.

Celebration assemblies will be carried out virtually.

Unsafe behaviour during this unprecedented time, including not following instructions for social distancing or other behaviour that could compromise the health and safety of others, may result in the pupil being sent home. On some occasions, this may result in pupils needing to remain at home in order to protect the welfare of all pupils and staff within the school.

For minor mis-demeanours children will continue to use the zones boards in Early Years and Key Stage 1 as this Behaviour for Learning Policy states. If a child is moved to red on the zone board, a member of SLT will be informed. For Key Stage 2, sanctions that are in our Behaviour for Learning Policy will be used and again SLT informed where necessary.

If a pupil does not comply with instructions or becomes difficult to manage, they will be excluded from school with immediate effect. Pre-Covid-19, when a child did not follow the rules and possibly had an angry outburst or was involved in a volatile situation they would be taken to another place in the school to cool down and consequences would follow. This can no longer be the case and parents will be asked to collect their child immediately.

Any pupil who bites, spits or deliberately coughs at another pupil or member of staff will be excluded from school immediately.

Risk Assessments for all pupils with a high level of need, determined by the Headteacher, will be completed in conjunction with parents.

All staff will continue to follow the principles set out in Part 5 of Keeping Children Safe in Education, acting on any safeguarding concerns they have immediately.

Appendix 1: Staying Safe in School – these rules will be shared with children daily on their return to school, displayed in classrooms and referred to regularly.



Appendix 1: Burlish Park Primary Rules for Staying Safe in School

Keep our hands clean by washing them throughout the day and using hand sanitiser	
Use greetings such as waving with our friends and teachers	
Keep our belongings to ourselves and keep our work areas tidy	
Stay in our groups with our teachers and teaching assistants	
Stay on the left of the corridor	
Enter the toilets when you have permission from an adult	
Remember to respect everyone's personal space at all times	
Remember to play non-contact games at breaktime and lunchtime	



<p>If I need to cough or sneeze, I will use a tissue and then put the tissue straight in the bin</p>	<p>CATCH IT  BIN IT  KILL IT </p>
<p>Tell an adult if I am feeling worried or unwell</p>	