

ST BREWARD C P SCHOOL



Behaviour for Learning Policy

September 2022

1. Aims and Expectations

- 1.1** 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. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour for learning 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.
- 1.2** The school has a number of expectations which the children have ownership of, but the primary aim of the behaviour for learning policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards and Sanctions

- 2.1** Teachers and Teaching Assistant's praise children.
 - Teachers and Teaching assistants in Seahorses award Class Dojo points when children follow school expectations and demonstrate good behaviour. At the end of each week the children with the most amount of Dojo points receives a prize from the class prize box.
 - Seahorses Class uses an anonymised visual behaviour chart to promote good behaviour and to encourage the children to try their best. If the children end the day on the top zones, they are rewarded with class Dojo points and golden tickets for the weekly prize draw. Children are also rewarded with stickers. Every week 2 children are awarded 'Star of the Week' and they receive a badge, certificate and a prize.
 - Each member of staff in Dolphins class will award someone with a star of the week badge on a Friday aft. These badges can then be worn for all of the following week. The badges will be awarded for either consistently impressive attitude to learning/school, outstanding effort in a particular subject, determination, perseverance, and mature and sensible behaviour. The flower photos of these children will be displayed on the wall for the week.

- On Mondays the Being Lovely and Politeness prizes will be awarded. These are usually a special pen or pencil (unless it's nearly Christmas).
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. A special mention will be made in class assembly, for any achievements made out of school.
- 2.3** The school employs a number of sanctions to enforce the class rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation/child.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
 - If a child is disruptive in class, the teacher/TA firstly tries to work out why and solve the problem. If a child continues to misbehave, we remove the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Adult support is given throughout.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and seeks additional adult support to ensure safeguarding requirements are met.
 - If a child threatens, intentionally hurts or bullies another pupil, the class teacher records the incident on CPOMS and the child is sent to a senior member of staff. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving outcomes for the child.
- 2.4** The class teacher discusses the code of conduct/class expectations with each class. These are displayed throughout the class areas, and will have been agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during lesson time.
- 2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Please also see Anti-bullying Policy).
- 2.6** All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in DfEE Circular 10/98, relating to Section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils and the Use of reasonable force advice July 2013*. Staff only intervene physically and restrain a child or to prevent injury to another child, or if the child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

3.1 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.1.1 It is the responsibility of the class teacher to ensure that the school expectations are followed in their class, and their class behaves in a responsible manner at all times.

3.2 All staff treat all children in their class with respect and understanding.

3.3 If a child misbehaves repeatedly parents are informed, and significant incidents are recorded on CPOMs.

TURTLES – *temporarily closed hope to reopen Spring/summer 23*

1st instance - verbal warning given

2nd instance – red spot, unhappy face

3rd instance – sent to Seahorses for 5 – 10min

Child misses some of the next playtime

SEAHORSES

1st instance verbal warning

2nd instance move down on class chart to warning level

3rd instance consequence (usually miss playtime).

DOLPHINS

1st instance verbal warning

2nd instance part of playtime missed

3rd instance more of playtime missed

In Turtles the children are rewarded with annotated general stickers. These may be awarded for a variety of things, for example; helping others, trying hard with their learning, behaving in an acceptable way.

In the event of verbal or physical violence to children or staff the child will be sent out immediately to the Headteacher or other senior teacher.

3.4 The class teachers liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Early Help Hub.

3.6.1 The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

3.6.2 BREAK TIMES

Children are praised for a number of reasons during break times(e.g. supporting another child or being really helpful).

Any inappropriate behaviour is dealt with depending on the severity of the incident. Children will be warned about their behaviour and will be told that repeated incidents will result in them spending 5 minutes on the bench or attached to an adult. If the behaviour still persists then the child will be taken to their class teacher and Mrs Ward will become involved if the class teacher feels it is necessary.

Staff observe playground behaviours with the intention of intervening before incidents take place.

Staff intervene in disputes and work to find an effective solution by supporting children to resolve their own issues amicably. Children are encouraged to listen to each other and think about their actions. Children are taught that actions have consequences.

4. The role of the Headteacher

- 4.1** It is the responsibility of the headteacher, as per the Education and Inspections Act 2006 (section 89), to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The headteacher monitors all reported serious incidents of misbehaviour on CPOMS.
- 4.4** The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5. The role of Parents

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.3** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions

cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. The role of governors

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 6.2** The headteacher and SLT has the day-to-day authority to implement the school behaviour for learning policy.

7. Fixed Term and permanent exclusions

- 7.1** Only the headteacher (or the acting headteacher) has to power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the headteacher excludes a pupil, s/he informs the parents immediately giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3** The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in anyone term.
- 7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.6** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8. Monitoring

- 8.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded, on SIMS.
- 8.3** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1** The governing body will review this policy in 2021, they may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Agreed by the Governors of St Breward CP School

Signed: _____ Chair of Governors

Signed: _____ Head Teacher

Date: _____

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, staff and pupils.

The Governors at St Breward Community Primary School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At St Breward Primary, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour for Learning Policy by stating principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles

- All children, staff and visitors have the right to feel safe at all times at school
- St Breward Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school expectations should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these expectations to be consistently applied by all staff - Staff Room!
- 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 around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual students and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy