



# **BEAVIOUR FOR LEARNING POLICY**

<b>Policy Reviewed</b>	<b>Next Review Due</b>
<b>December 2018</b>	<b>September 2019</b>
<b>Reviewed January 2020</b>	<b>Next Review January 2021</b>

## **Behaviour & Discipline Policy**

In love we flourish and achieve.  
Inspired by: I Corinthians Ch 13 Vs 4-7

Those who belong to our school: protect, trust, have hope, persevere, show courage and rejoice.

### **Rationale**

We believe it is important that the school provides a clear and consistent approach to behaviour that can be adopted by staff, pupils and parents. All members of the school community have the right to feel safe and well respected, this links to our protect, trust, persevere and hopeful aspects of our ethos. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner. We can then rejoice in these behaviours for learning.

We expect everyone within our school community to practice our Christian Values. These are our values against which behaviour is evaluated.

### **Aims**

We aim to

- positively promote socially acceptable behaviour and socially responsible behaviour
- provide a safe and caring atmosphere in the school that is inclusive
- be consistent and fair in our approach to behaviour
- set high expectations of behaviour
- enable children to develop social skills and the ability to see the consequences of their actions on others
- provide timely and accurate support in order to enable all our pupils to flourish

### **Objectives**

#### **To positively promote socially acceptable behaviour and responsible behaviour for learning**

By:-

- involving the children in making the rules.
- using a variety of strategies such as 'Circle Time' to promote high standards of behaviour.
- all staff being conscious of the example they set.
- Involve students in roles and responsibilities around the school and where appropriate in the community.

#### **To provide a safe and caring atmosphere in the school**

By:-

- Using positive behaviour management strategies and positive reinforcement
- To promote growth mindset through shared language
- using formal and informal ways to promote self-esteem.
- condemning the act not the child and recognising all behaviour is communication
- appreciating other viewpoints through PSHE.
- using the ethos of a Church school to promote respect for the individual, recognising the unique child

#### **To ensure consistency and fairness**

By:-

- effective use of the 'Good to be Green System'
- all staff being aware of the Behaviour Policy.
- Using award systems and recognition of the behaviours through the awards

- Ensuring aspects of behaviour linked to SEND are correctly addressed through the SEND policy and procedures
- Recognising the difference between equality and equity when devising provision, action/consequence, intervention and support

### **Setting high expectations of behaviour**

By:-

- using praise to reward those who set high standards.
- rewarding good behaviour with a credit system and awards
- dealing with behavioural issues in a sensitive way.
- Modelling those behaviours as adults in or interactions with each other, with the pupils and our community

**To enable children to develop social skills and the ability to see the consequences of their actions on others.**

By:-

- using a structured programme of activities in PSHE and citizenship
- the use of the National Curriculum objectives for citizenship in developing the children's skills in being aware of feelings. Previous SEAL resources may also be used.
- using "Circle Time" to explore consequences of poor behaviour.
- staff acting as good role models.

### **Golden Rules**

- a. Be kind and caring to each other.
- b. Listen hard and always try our best.
- c. Be polite and remember to say please and thank you.
- d. Look after everything in our school and grounds.
- e. Try to keep healthy and be responsible.

### **Rewards for Good Behaviour may include:**

- Verbal praise
- Non-verbal praise (smiles, thumbs up, clapping, etc)
- Stickers
- Sharing work
- Kindness awards
- Pupil of the week award
- Notifying parents
- Sharing achievements with another teacher or Headteacher
- Golden Time
- Class rewards
- Class credits
- Other appropriate certificates

### **Sanctions may include:**

- Non-verbal signal
- Verbal response
- Loss of free time – breaktime or lunchtime
- Time out
- Referral to another teacher or Headteacher

- Informing parents
- Loss of playtime toys
- Time to think
- Writing an apology letter or statement of behaviour

### **Sequence of Sanctions**

*Certain behaviours cannot be tolerated and require an immediate and clear response to ensure the pupils are safe and staff are safe. Verbal or physical aggression must result in an instant red, consequence card. A behaviour incident form must be completed and the headteacher will determine the consequence. Parents must also be informed.*

In the first instant the adult in charge will deal with the incident. If the incident is serious this will be referred to the class teacher who will deal with this appropriately, implement class sanctions or refer to the Headteacher depending on the seriousness of the incident.

- 1) For low-level disruption and breaking of the golden rules, a verbal or non-verbal warning will be issued.
  - 2) If the low-level disruption persists, a yellow card will be issued.
  - 3) If the low-level disruption continues, despite the progressive warnings, a red, consequence card will be given. The class teacher is free to determine the nature of the consequence in line with the agreed sanctions.
  - 5) If a second red card is given out for low-level disruption or for a breaking of the golden rules, a behaviour incident form must be completed and the headteacher will determine the consequence.
  - 6) If a third red card is issued in one week, the class teacher will inform parents.
  - 7) If, over a short period of time, there is more than one occasion where three red cards have been given out in a week, parents will be invited to discuss this with the headteacher.
- In some cases a child may repeatedly get 2 red cards a week. It is down to the teacher's discretion as to whether the parents should be called in for a meeting.

If a child is repeatedly unable to follow the expectations and is receiving red and yellow cards the behaviour will be viewed in line with our nurture approach and analysed with the SENCo to ensure any possible SEND needs are met with a plan do review approach, and also safeguarding personnel may meet with the class teacher to consider if there are other factors adversely affecting the pupils behaviour which need addressing. All behaviour is communication and requires an enquiry approach to providing the right support for the child to flourish.

### **SEND**

In line with our Equal Opportunities Policy we will endeavour to provide equal and equitable access and opportunities to all, regardless of background, gender, disabilities or ability. We are aware that through additional needs SEND children may not be able to follow our school sanctions and individual systems will be tailored to the child with the SENDCo and the class teacher.

### **Behaviour off School Site**

Schools are able, under the Act, to impose sanctions when the pupil is on the school site or under the lawful control or charge of a staff member. This includes behaviour on activities arranged by the school such as work experience placements, educational visits and sporting events and may include behaviour when wearing school uniform in a public place.

### **Referral to Headteacher**

Verbal or physical aggression must result in an instant red, consequence card. A behaviour incident form must be completed and the headteacher will determine the consequence. Parents must also be informed.

In the case of other serious incidences, the Headteacher may add further sanctions. At this stage consultation with the parents is likely if they are not already in consultation with the school. If all the above have proved unsuccessful, the Head or SENCo may choose to involve outside agencies.

Exclusion is used as a last resort.

### **Exclusions**

Exclusions can take three forms. Internal (the pupil remains in school but works away from other pupils or some members of staff), fixed term (the pupil is not allowed to access school or any public space during school hours for the duration of the fixed period) or permanent (the pupil is no longer allowed to attend Spaxton School and will be removed from the roll). We recognise that nationally, exclusions are less frequent when parents support the school; therefore we aim to work collaboratively with families to support pupils in their continued full time education. This is a partnership based approach.

### **Principles**

The school may need to consider an exclusion when:

A serious breach or persistent breaches of the behaviour policy has taken place **or** where a pupil's behaviour is detrimental to the education or welfare of the pupil or others in the school.

The following behaviour is recognised as unacceptable within our school community:

- Physical, verbal, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and Sustained verbal abuse
- Anti-racist or homophobic incidents
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered
- Persistent and / or repetitive disruption

An internal or fixed term exclusion from the school can only be authorised by the headteacher or a member of senior staff acting on their behalf. If none are available to authorise the exclusion, a decision should be deferred until the opportunity for authorisation is available.

In the case of a permanent exclusion, this can only be authorised by the headteacher or anyone acting on their behalf.

The school regularly monitors the number of exclusions to ensure that no group of students are unfairly disadvantaged through their use and that any underlying needs of individual are being fully met.

The school uses its best endeavours to inform parents of an exclusion by telephone or through a face to face meeting and the exclusion is confirmed in writing. The pupil is informed of an exclusion in the most appropriate manner given the circumstance.

Where applicable, on return to school, a Personal Support Plan will be written to support the child.

The governing body are informed of the number of exclusions at termly meetings.

### **Permanent Exclusions**

Spaxton School will usually only permanently exclude a pupil as a last resort, after trying to support the child to change their behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- The school will explain in a letter to you how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion

Action	By when	Activity
<b>Step 1</b>	Immediate	The parents must be informed of the exclusion, the period involved and the reason(s) for the exclusion.
<b>Step 2</b>	Immediate or without undue delay	The parents must be provided with information regarding the exclusion: The basis of the exclusion, stating 'permanent' where applicable, how and when to make representation to the Governing Body. Details of how school work will be provided and marked (from school day 1 – 5) Sources of free and impartial information.
<b>Step 3</b>	Without delay	For a permanent exclusion: Where the child lives in another LA area, this authority must be informed of the permanent exclusion.
<b>Step 4</b>	By the end of the afternoon session on the day the decision is taken	The child's parents must be informed that the child cannot appear in public during school hours for the first five days of exclusion or until alternative provision commences if earlier. Prosecution may follow if this is not adhered to
<b>Step 5</b>	With the step 3 notice, or no less than 48 hours before alternative provision is due to commence	Where the exclusion is for more than 4 school days: The parents must be informed about the alternative provision (which applies from school day six of the exclusion) including; details of the venue, reporting requirements, date and times.
<b>Step 6</b>	As soon as agreed	The parents must be informed of any extension to a fixed term exclusion or conversion to a permanent exclusion.
<b>Step 7</b>	Without delay	The Governing Body and the Local Authority must be informed of the reasons for a permanent exclusion or a fixed term exclusion, which will last longer than five school days. The 'home' local authority must provide alternative provision from school day six.
<b>Step 8</b>	Termly	The Governing Body and the Local Authority must be notified of all exclusions, which are less than five days in duration.

**After School Clubs and Breakfast Club**

All staff are aware of the behaviour policy and will follow the above sanctions and praise. Whether an adult works full time, part time or 1 hour intervals they are expected to uphold our policy and the children are expected to them show respect and courtesy. This aspect of our school day has the same expectations as at any other time.

Signed .....  
Chair of Governors

Date .....

Signed .....  
Headteacher

Date .....