



Smithdown Primary School

Behaviour for Learning Policy

Adopted: February 2016

Reviewed: September 2017

The Behaviour for Learning Policy has been written in consultation with staff, pupils and governors of Smithdown Primary School.

It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is 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.

The school has a number of rules, but the main 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, harmonious and considerate way.

We treat all members of our school community fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe, happy and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

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.

Aims:

- ❑ To teach, through the school curriculum, values and attitudes as well as knowledge and skills which will promote responsible behaviour, develop self-discipline and encourage in children a respect for themselves, for other people and property.
- ❑ By fostering positive attitudes to create a caring, calm, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- ❑ To encourage and reward good behaviour rather than simply punish inappropriate behaviour and to provide a range of strategies to cope with challenging situations and poor choices.
- ❑ To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- ❑ To always have high expectations of behaviour and empathy for other's feelings.
- ❑ To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

- ❑ To create an atmosphere of honesty and trust, taking responsibility for our own actions.
- ❑ To create a safe, friendly atmosphere where children and teachers can work effectively and have opportunity to learn well.
- ❑ To remember that every day is a fresh start.

Strategies:

- To have a consistent approach to managing pupil behaviour which will contribute to the development of attitudes and skills required to be successful, happy and socially aware.
- To ensure that the special educational needs of pupils with social, emotional and behavioural difficulties are assessed and met.
- To ensure that all staff take responsibility for maintaining good behaviour throughout the school.
- That pupil behaviour is taught effectively and positively within this policy.
- To implement a stimulating and appropriate curriculum.
- To promote pupil self-esteem and a shared sense of pride and ownership through the celebration of achievement by the school community in a well-cared for environment.
- To develop an effective partnership with parents
- The school Code of Conduct and high standards of behaviour will be promoted at all times.
- The Head teacher and Inclusion Manager will engage with external agencies when necessary.
- Annually report to the Governing Body on the effectiveness and development of this policy.

Code of Conduct:

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

- Respect yourself, respect each other and respect the environment.
- Tell the truth
- Be a good listener
- Be kind and fair
- Show good manners
- Have outstanding attendance and punctuality
- Have a go and try your hardest

Roles and responsibilities:

Role of staff

- To look for, encourage and reward good behaviour.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To create a safe and pleasant environment.
- To be a good role model.
- To form a good relationship with parents so that the children can see that the key adults in their lives share a common aim.
- To recognise that each child has individual needs.
- To use sanctions clearly and consistently.

Role of parents

- To make children aware of appropriate behaviour in all situations.
- To form a good relationship with school staff so that the children can see that the key adults in their lives share a common aim.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To show an interest in all that the child does in school by valuing personal and social achievements alongside academic achievements.
- To ensure that their child is punctual and in school everyday

Role of the children

- To follow the school rules.
- To be proud of themselves and their school.

Role of the Governors

- To agree the guiding principles of the policy.
- To monitor the policy regularly.

Rewards and Good Behaviour:

Good behaviour is promoted by the application of these three rules;

- *Always listen and follow instructions*
- *Show kindness and respect to others*
- *Keep hands, feet and objects to yourself*
- Regular, consistent praise and encouragement is part of the school ethos.
- Dojo points are used throughout the day to reward children and groups showing the expected behaviour for learning. As children accumulate dojo points, they are awarded bronze, silver and gold rewards.
- Good behaviour and achievement is celebrated at weekly achievement assemblies.
- Two pupils from each class will be awarded the 'Pupil of the Term' prize in recognition of consistently high standards of behaviour for learning.

- Zones are adapted to be age appropriate for EYFS.

Sanctions:

- Sanctions support the holistic development of the child and support the positive development of their self-esteem.
- Sanctions must be applied fairly and consistently. They have been devised by the staff and children and in consultation with parents and governors.
- They must not be humiliating to any pupil
- A zoning system is in place through Foundation Stage, KS1 and KS2. Each day is treated as a new start for all children. All children begin each day in the 'sun' zone. If any child is moved into other zones they have the opportunity to move back into the 'sun' zone if they display appropriate behaviour.
- Sanctions apply if a child moves out of the 'sun' zone;
 - 'White cloud' zone – warning*
 - 'Rain/grey cloud' zone – 5 mins time out in class with a timer*
 - 'Thunder storm' zone – 10 mins time out in a different class with a timer*
- Any behaviour which requires further sanctions will be dealt with by a senior member of staff.

Positive Handling

- If at any time there is the possibility of injury to the pupil, other pupils, staff, damage to property or good order prejudiced then positive handling could be used, whenever possible by trained staff.
- Any incident which requires positive handling of a child is done in accordance with DFE guidelines.
- All incidents are recorded on a serious incident record and referred to senior staff.

Exclusions:

All exclusions will be dealt with in accordance with LA guidance on exclusions.

There are four types of exclusion

- 1) Internal exclusion – with a member of the SLT.
- 2) Lunch Time – Short – term exclusion for the lunch time session.
- 3) Fixed Period – Short – term exclusion for one or more periods up to a maximum of forty-five days in any one school year.
- 4) Permanent Exclusion – For a serious breach of school, discipline when it is not intended that, the pupil should return to the same school.

The Head teacher is required to notify Children's Services and the School Governors if a pupil is excluded for more than five days in any one term. Please note that in the absence of the Head teacher a Senior Manager who has been nominated to act on her/his behalf will also have the authority to exclude.

Whilst a child is excluded from school, they must not enter the school premises unless requested to do so by the school or if your child is re-instated by the School Discipline Committee or Independent Appeal Panel.

The Head teacher will seek to contact you personally and a letter will be sent to your home confirming the exclusion and setting out reasons why this action has been taken.

You can appeal the decision and you should contact Children's Services asking for a copy of "**School Exclusions Advice to Parents**".

Issues to consider if your child has been excluded from school

- You may have only heard your child's side of the story. Be prepared to consider the school and other people's version.
- It is in your child's best interest for you to attend any meeting in school to discuss any problems or possible additional support if your child is to return to school.

Incidents:

- All serious incidents are recorded on an incident sheet and referred to the SLT. These are held in an incident log with the Head teacher.

Anti-Bullying:

The school will 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. For further details see Anti Bullying Policy.

Attendance as an attribute towards behaviour:

- ✓ Mr Potato Head whole school attendance initiative and certificate for the class with the best attendance record for the week – class prize at the end of each term.
- ✓ 'Attendance Rocket' is completed by pupils in weekly whole school assembly.
- ✓ A punctuality certificate is presented to the class with the best punctuality record for the week.

- ✓ At the end of each term all children with 98%+ attendance are presented with a certificate.
- ✓ A special prize may be awarded to children who have 100% attendance for more than one academic year.

This policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.