



'Together We Grow'

Smithdown Primary School

Behaviour for Learning Policy

Reviewed: September 2023

'Together We Grow'

Our Key Values

Our school motto is 'Together we Grow', through **Courage, Friendship, Equality, Respect and Thoughtfulness**

We ensure that every child has access to a broad, balanced and supportive curriculum. Through this we are able to give our pupils a range of opportunities and experiences to grow and develop academically, physically socially and morally.

Our School Vision

At Smithdown Primary School we aim high. We want every part of our school community- pupils, parents and members of staff to experience success. Smithdown Primary School will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively, now and in the future.

The Behaviour for Learning Policy has been written in consultation with staff, pupils and governors of Smithdown Primary School. It follows the DfE Guidance Behaviour in Schools: [Advice for headteachers and school staff \(July 2022\)](#)

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 and is the basis of regular staff training. It aims to promote an environment where everyone feels happy, safe and secure.

Our school has one rule – **show kindness and respect to others**. This one, simple rule supports us all in promoting good relationships between pupils and staff so that we can all 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.

This policy should be read alongside the Attendance and Punctuality Policy and the Ant-Bullying Policy.

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 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 lesson/day is a fresh start.

Strategies:

- To have a consistent approach to managing pupil behaviour, which contributes to the development of the 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.
- To ensure pupil behaviour is taught effectively and positively.
- 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.
- To annually report to the Governing Body on the effectiveness and development of this policy.

School Code of Conduct:

Each class works together to form their own code of conduct which supports children to follow our school rule - **Show kindness and respect to others**. This becomes the basis of the 'Dojo' points reward system and is regularly referred to by staff members to both illustrate and reinforce positive behaviour for learning. (See appendix 1).

Classes form a code of conduct at the beginning of each academic year and revisit regularly.

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
- To model good behaviour

Role of the children

- To follow the school rule.
- To adhere to the code of conduct.
- To support peers and contribute to the school culture.

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 our one rule, which is displayed in all classrooms.

Together we grow; showing kindness and respect to others.

- A dojo system is used as an instant reward and encourages continued high standards of behaviour through the award of bronze, silver and gold rewards.
- Good behaviour is celebrated in weekly achievement assemblies.
- Regular, consistent praise and encouragement is part of the school ethos.
- Parents are spoken to regularly at the end of the day to inform them when their children have exhibited great behaviour for learning.
- Visits to and from members of the SLT
- The presentation of Citizenship Award at the end of each year 6.

Sanctions:

Any sanctions aim to support the holistic development of the child and the positive development of their self-esteem. They are applied fairly and consistently and will never be humiliating to any pupil.

Sanctions may include:

- Where children are choosing to not follow the school rule or class code of conduct they will be given a clear verbal reminder of what is expected. If the child continues to make the wrong choice, they will receive a verbal warning that they will move places with a reminder of the expected behaviour. If a child chooses to continue with the negative behaviour for learning, they will be sent to have 10 minutes time out in another class. A member of the senior leadership team will deal with any behaviour requiring further sanctions. If this occurs, parents/carers will always be informed.
- Following a consequence, the next session becomes a fresh start for the child with a clear expectation that the unacceptable behaviour will not occur again.
- Where a child is showing aggressive or violent behaviour, it will always be dealt with by a member of the senior leadership team.
- A senior member of staff will deal with any behaviour requiring further sanctions.

Pupil Support Systems:

Pupils are encouraged to talk about significant incidents so that solutions can be found which prevent high emotional reactions. In doing so we aim to ensure that pupils maintain positive relationships and make good choices about how to deal with a range of situations.

We implement a range of support systems for pupils who are having difficulty in achieving successful behaviour for learning. This includes:

- Social Thinking intervention groups
- Assorted therapies including drama, gymnastics, play, drawing and talking, music.
- Zones of Regulation
- Social stories
- Brain breaks during lessons
- Alternative activities at lunch time
- Individual tracking cards.
- Time to reflect and calm with a senior member of staff
- Behaviour for Learning Cards

Behaviour for learning Report Cards (Appendix 2)

If a child is frequently displaying behaviour that is not in line with the one school rule, then they may be given a Behaviour for Learning Report card. This is a supportive tool to help the child focus on their behaviour and encourage them to make the right choices.

Steps towards a pupil being given a Behaviour for Learning Card

If a child is displaying behaviour not in line with school policy then:

- The class teacher will speak with parents at the end of the day and record the incident on CPOMs.
- If behaviour doesn't improve then a formal letter will be sent home to clarify that the child is at risk of being given a behaviour for learning card.
- If behaviour doesn't improve then child will be placed on a Behaviour for Learning card for a minimum of 2 weeks.
- After a 2 week period, behaviour will be reviewed.

Please note – for very serious incidents, SLT may place a child on a behaviour for learning card without following the above steps. Parents will always be informed.

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 and logged on CPOMS (Child Protection Online Monitoring System)

Working with Parents/Carers

Where a member of staff is concerned about a child's behaviour they will speak to parents/carers either by telephone or at the end of the day. We believe that by working in partnership with parents/carers we can provide children with the best support for children.

Exclusions:

When strategies, practices and interventions have not been successful in improving a pupil's behaviour, or the use of more significant interventions or sanctions are required, a pupil may be suspended or excluded from school.

All suspensions and exclusions will be dealt with in accordance with DfE guidance:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(September 2023\)](#)

There are two types of exclusion:

- 1) **Fixed Period** – Short – term exclusion (also known as suspension) for one or more periods up to a maximum of forty-five days in any one school year. This can include lunchtime only exclusions.
- 2) **Permanent Exclusion** – For a serious breach of school, discipline when it is not intended that, the pupil should return to the same school.

Please note that in the absence of the Head teacher a member of the SLT who has been nominated to act on his behalf will also have the authority to exclude.

The headteacher is required to notify parents, the Local Authority, social services or VSH (where applicable) if a pupil is excluded permanently or suspended. If the suspension is longer than 5 day, School Governors will also be informed. Please note that in the absence of the Headteacher a member of the SLT who has been nominated to act on 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 Headteacher will inform parents/carers both verbally and in writing. This will include details of the reason for the suspension or exclusion, arrangement for the child's return and information about home learning

provided during the suspension or exclusion. It will also signpost to sources of free and impartial information. Where several suspensions have been issued in a term, parents/carers will be advised of their right of representation to the governing board.

Recording of incidents:

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

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

Appendix 1 - Dojos

Reasons for receiving a Dojo (not exhaustive)



Award Badges – awarded when children reach a Dojo Milestone



Appendix 2 – Behaviour for Learning Card

We show kindness and respect to others.



Behaviour for Learning Report Card

Name: _____

This week I am trying to:

We show kindness and respect to others.



I followed our one school rule and I behaved in line with school policy.



I did not follow our one school rule and I needed to be reminded about my behaviour.



I did not follow our one school rule and needed to be reminded about my behaviour.

I was sent to SLT for time out of class.



I did not follow our school rule and I needed to be reminded about my behaviour.

I was sent to SLT for time out of class.

I will miss my playtime or lunch time.

We show kindness and respect to others



Date:	Phonics/Spelling	Lesson 1	Break	Lesson 2	Lunch	Afternoon	Signatures	Comments
Monday							SLT: Parent/Carer:	
Tuesday							SLT: Parent/Carer:	
Wednesday							SLT: Parent/Carer:	
Thursday							SLT: Parent/Carer:	
Friday							SLT: Parent/Carer:	