



## Behaviour for Learning Policy

2017 - 2019

## **Mission Statement**

Every child has the right to learn free from disruption. This document provides a framework for the creation of a happy, safe, secure and orderly environment. Within such an environment, children learn and develop as caring and responsible people. It is written for all members of the academy community to allow each one to understand the policy of the academy and to apply it consistently and fairly.

## **Aims**

We adopt a positive attitude that shows the respect all adults have for one another and for each individual pupil. By providing this role model, we encourage children also to show respect for adults and for other children.

We expect that all members of the academy:

- will be well behaved, well-mannered and attentive.
- will be polite to all pupils, adults and visitors to the school.
- show respect for others and their property by refraining from interfering in any way.
- take responsibility for their own actions and behaviour.
- will move around the building in a safe and sensible manner.
- will care for, and take a pride in the physical environment of the school
- will not take part in offensive or abusive language that involves swearing, and/or insults about race, gender, sexual orientation or disability.
- will not bring sharp or dangerous objects into school.
- Pupils are not permitted to bring mobile telephones onto site unless permission has been requested and granted by the school. These may then be left with a member of the office staff and stored in the office during the academy day, provided that they are clearly named. Items are left entirely at the owner's risk; the academy accepts no responsibility for loss or damage.
- All pupils, including those attending the nursery, must wear the correct academy uniform
- The only jewellery allowed is ear studs and/or a watch, both of which must be removed for Physical Education.

## **Strategies**

- To ensure the Behaviour for Learning Policy is known, supported and followed by all stakeholders, which includes parents, academy staff and governors.
- To ensure children understand that it is the behaviour that may be unacceptable and not the child.
- Model and teach moral values and attitudes as well as knowledge and skills to promote responsible behaviours, self-discipline, self-respect and respect for other people and property.
- To involve parents and carers in early consultation to discuss problems and actions whenever appropriate.

## **Encouragement, awards and celebrations**

Encouragement is given at all times to all pupils, by teaching and non-teaching staff, to help pupils to attain these standards. Pupils are also encouraged to value the efforts of their peers, and awards and celebrations are given in recognition of achievement in all areas of academy life.

## **Consequences**

All pupils will be given the chance to self-regulate their behaviour with adult support where necessary (occupied/distracted in a positive way). The primary objective is always to keep pupils using positive learning behaviours and to avoid any situation that requires an escalated response.

Each class will have a monitoring folder which will consist of a separate page per child to record low, mid or extreme behaviour. A guide giving possible examples of each of these will be included at the back of the folder. Comments and/or notes of meetings and phone calls regarding a child should also be recorded on their individual page.

At the front of the folder will be a sheet for quick view monitoring and where necessary, behaviour should be recorded as follows against the pupil's name:

mid level behaviour is to be recorded as 'M' high

level behaviour is to be recorded as 'H'

extreme level behaviour is to be recorded as 'E'

The folders will be monitored weekly by SLT, after which SLT will decide whether any of the following action is required: a meeting with a pupil individually or with parents; SLT to administer consequences; support for the teaching staff.

## **Formal Steps to Avoid Exclusion**

Whenever possible we strive to avoid the use of exclusion (see exclusion policy) as a sanction for inappropriate behaviour. We have therefore devised this policy, where a fixed term of exclusion is only used after the implementation of alternative strategies. In most cases, pupils respond positively well in advance of the fixed term exclusion stage. The academy involves parents as partners in finding ways of additional support to help their child to be a full and useful member of the academy community. Knowing that academy and parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour.

## **Bullying**

Bullying incidents are dealt with in a separate policy.

## **Special Circumstances**

Some children may have such serious problems that the above measures are inappropriate; in these circumstances advice is sought and appropriate action taken from Behavioural Support Services and/or other agencies/groups.

## **Lunchtimes & Playground Behaviour**

Expectations of behaviour is the same at these times.

Learning Support Assistants (LSAs) will be kept informed of any special arrangements for individual pupil (by the Class Teacher or other appropriate Senior Staff).

## **Equal Opportunities/Inclusion Statement**

This policy is written to take account of the needs and responsibilities of all pupils regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

## Review

This policy is subject to review every two academic years or sooner should there be a change in practice.

Behaviour	Action
<p>Low level: e.g. Not listening Talking at inappropriate times Name calling Rough play Arguing with peers</p>	<p>☐ Cues (verbal reminder, visual reminder, body language, distraction with another task) will be used to encourage pupils to follow school expectations for behaviour</p>
<p>Mid level: e.g. Not responding to low level actions/cues</p> <p>Mid level behaviour and consequences are to be recorded in the day folder (see note below)</p>	<p>Consequences will be chosen from the following using professional judgement and may include more than one option:</p> <ul style="list-style-type: none"> <li>• Reflection in class</li> <li>• Litter picking</li> <li>• Completing work (supervised by class teacher)</li> <li>• Letter writing (to victim or parent)</li> <li>• Swapping lunch</li> <li>• Office jobs</li> <li>• Victim chooses consequence</li> <li>• Help in the lunch hall</li> <li>• Remove privilege</li> <li>• Not able to represent the school</li> <li>• Help in classroom</li> <li>• Class teacher meets with parent</li> </ul>
<p>High level: e.g. Leaving a classroom without permission Throwing objects Absolute refusal to follow instructions Answering back or being rude Destroying work Damaging the school resources or environment Swearing directed at another pupil or adult</p> <p>High level behaviour and consequences are to be recorded in the day folder (see note below)</p>	<p>Consequences will be chosen from the following using professional judgement and may include more than one option:</p> <ul style="list-style-type: none"> <li>• Pupils will be sent to another class (buddy class) with a slip</li> <li>• Exclusion from activities and clubs</li> <li>• Remove privileges permanently</li> <li>• Parents will be called in</li> </ul>

Extreme level: e.g.  
Acts of physical violence  
Behaviour that puts  
themselves or others in  
danger  
Persistent high level  
behaviours

Referral to Principal for decisions regarding seclusion/exclusion