

# ***Behaviour for Learning Policy***

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## **Behaviour for Learning Policy**

At Plymouth Grove Primary School, we believe that high expectations of behaviour are extremely important to promote and develop social awareness, caring attitudes and children who are committed towards their learning. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour that consider the rights of everyone and create responsible citizens. (Article 29: Your right to be the best you can be).

### **Our policy is based on the belief that:**

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
  - Classroom behaviour can change and that we as staff can assist children to manage their behaviour more effectively.
  - A child with challenging behaviour is the school's issue not an individual teacher's issue.
  - All adults and children treat each other with mutual respect and consideration, relating to the 42 rights of the UN Convention on the Rights of the Child.
  - You know what to do when you don't know what to do.
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- Children's learning is understood developmentally. (Principles of Nurtures)
  - The classroom offers a safe base. (Principles of Nurture)
  - The importance of nurture for the development of wellbeing. (Principles of Nurture)
  - Language is a vital means of communication. (Principles of Nurture)
  - All behaviour is communication. (Principles of Nurture)
  - The importance of transition in children's lives. (Principles of Nurture)

# ***Behaviour for Learning Policy***

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## **We are a Rights Respecting School**

There will be times when children are unable to make the right choices.

- It is important that we provide clear behavioural boundaries and guidelines within which our pupils operate.
- It is equally important to remember to remain flexible yet consistent. Over rigid application of a 'rule' to some children may create more challenging behaviours than it was designed to avoid.
- Everyone is different, and at times, has different needs but we have rights and these should be respected by everyone.
- All staff must take a flexible approach determined by the individual needs of pupils. This should be communicated effectively through class, and whole staff meetings to ensure consistency of approach.
- Children must be treated with dignity throughout the application of rules and boundaries. This includes the use of rights language and references to the 42 articles.
- The class charters include statements that encourage children to adopt a range of positive attitudes and behaviours linked to their rights and the rights of others, as well as promoting children's' safety in school.

## **The Duty Bearer's Role**

All adults at Plymouth Grove are Duty Bearers, who are responsible for protecting and maintaining the rights of the children (Rights Holders). Duty Bearers need to establish consistent levels of acceptable behaviour with the support of parents, governors and senior leaders. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour. Staff need to understand the needs of each child.

## **Aims**

- For staff to protect the rights of the child, and create a respectful learning environment.
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad and balanced curriculum that is both interesting and relevant.
- To provide a varied range of teaching and learning to meet the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.

# ***Behaviour for Learning Policy***

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- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Other relevant documentation: Anti-Bullying Policy, equality statement, Lunchtime Policy, SEND policy, Attendance Policy, Feedback Policy, Team Teach/Positive handling Policy, Home School Agreement. Health and Safety Policy

## **What can the school expect from parents/carers?**

- To support the school with its behaviour policy
- To talk to their children about the school's expectations of learning and behaviour
- To support the school's rights respecting approach and ethos
- To give specific praise when children do well in school and share with us any achievements outside of school
- Take part in opportunities to celebrate successes such as assemblies, workshops and trips
- To work with the school if there are any concerns about their child's behaviour in school
- To encourage children to discuss problems and accept help where needed
- To attend parent meetings at school that will help your child
- To tell the school of any concerns, including medical concerns or issues, which may affect your child's behaviour or learning. These concerns may stem from within school or beyond school.
- To ensure that your child attends regularly and on time
- To support wider policies that can impact on behaviour such as sending children into school in school uniform; supporting home learning being completed and encouraging reading regularly.
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## **Assertive Mentoring**

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform and is linked to the UNCRC. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed. Intervention time will be allocated to support children moving from red to amber and green

## **Whole school charter**

The following rights form the basis of our whole school charter and were democratically selected by children, staff and parents.

Article 2: All children have rights.

Article 12: All children have the right to an opinion.

Article 19: All children have the right to be safe.

Article 24: All children have the right to healthcare, healthy food and water.

Article 28: All children have the right to an education.

# ***Behaviour for Learning Policy***

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These rights form the basis of our whole school charter and contain four basic rules:

The Four Rules
The Learning Rule (Article 28)
Always
Try your best
Share and Co-operate with others
Be proud of what your friends have achieved.
Respond and follow instructions
Keep the classroom tidy
Use equipment safely
Use your initiative
Be safe online
The Talking Rule (Article 12)
Always
Listen when people are talking
Be quiet when the teachers is talking
Use kind words
Put your hand up when you want to speak
Speak kindly and respectfully to each other
Take turns
Try to use new words and talk in complete sentences
Use inside voice and outside voice. Loud in assembly, calm with friends.
Have confidence in yourself and believe that your voice matters.
The Movement Rule (Article 19)
Always
Follow the line-up code. Walk to the end of the line, leave a person space, keep my hands

## ***Behaviour for Learning Policy***

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and feet to myself, keep quiet and still.
Be on time.
Walk in the classroom, stairs and corridors.
Show empathy to other children and adults around school.
Sit safely. Six feet on the floor.
The Treatment Rule (Article 2, 19 and 24)
Always
Follow your class charter
Use a person's given or chosen name.
Show good manners
Respect others' opinions
Respect each other's property and belongings.
Be kind to each other
Solve problems in a fair way
Use kind hands and feet
Protect everyone's rights

**We have specific rules being enforced on the grounds of health, welfare and safety All children have the right to be safe.**

**a. Food and drink**

Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Many drinks can be largely of the high sugar, fizzy, high additive variety. This can have a detrimental effect on behaviour as well as on dental health. A choice of juice, milk or water is available during lunch.

**b. Jewellery**

No jewellery is permitted in the Early Years Foundation Stage to prevent any accidents when children are engaged in outdoor play. Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and

## ***Behaviour for Learning Policy***

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swimming lessons. Staff are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson or left at the office for safe keeping.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

### **c. PE Kit**

- Appropriate clothing must be worn for all PE activity
- Indoors:-No jewellery, bare feet, black or red shorts, white tee shirt or vest. Leggings may be worn under shorts.

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails.

Outdoors:- No jewellery, plimsolls or trainers, shorts (leggings may be worn under shorts), Tee shirt, (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

### **d School Clothing**

The school has a separate school uniform policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment. All clothing should be named.

### **e. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be placed in an envelope and handed in to the office as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

# ***Behaviour for Learning Policy***

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## **f. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis. If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

<b>Behaviour Guidelines Procedures</b>
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A major part of the rights respecting approach is the use of mutually respectful language. The concept of dignity explicitly informs how staff and children speak to each other. A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Team Teach Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Certain staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them but try and keep them in sight. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

# ***Behaviour for Learning Policy***

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## **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are aware of their right to be safe, and staff must ensure that this right is explicitly referenced as part of transitions around the building. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be reminded of their and others' right to be safe, sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly and respect everyone's right to be safe. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with class rewards.

## **Movement Around School - Suggested Procedures for Large Groups**

- Call the group together using the familiar phrase for your class.
- Give out any instructions and set expectations, including the right to be safe, and the importance of not disturbing others as they have a right to learn.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor and holding the rail on the stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

## **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.



# ***Behaviour for Learning Policy***

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## **Playtime Supervision**

Staff and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of three staff members and a first aider are required to supervise playtimes for each phase. Two staff members on the playground and one staff member on the artificial grass. Supply staff should cover the duty of absent staff but should never be without support.

No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The language of rights should be explicitly referenced when dealing with incidents at playtime, and the concept of dignity should inform all communication.

Staff should make sure that staff are on playground duty when leading their class onto the playground.

When on duty, staff should be positioned to maximize visual coverage of each playground area and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per playground area maximises levels of visual supervision.

Upon hearing the bell at the end of play, children should stop what they are doing, stand still and remain quiet. Upon the second bell they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of 'Class Dojo' points'.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances staff remain responsible for the supervision of their own classes. They may decide to; cover with teams, work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing staff a staggered break, provided that departments are never left unsupervised.

## **Playground procedures** (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time; staff should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their staff that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the astro-football or smoo gas at lunchtimes.

# ***Behaviour for Learning Policy***

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Any other behaviour at playtime should be dealt with by the staff on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices). Any first aid incidents or behavior incidents should be reported to the class teacher.

## **Behaviour Guidelines**

### **Rewards**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### **Rewards**

#### **1) General**

- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming, PE and music awards etc.
- A visit to Senior Leadership for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered, Monitors, School Parliament, Rights Respecting Ambassadors etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

#### **2) Whole School Reward System: 'achievement record'**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Dojo points'. 'Dojo points' may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort/achievement.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

# ***Behaviour for Learning Policy***

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When awarding the 'Dojo points' the member of staff should reinforce the good behaviour e.g. 'You can have a 'Dojo point' for this week's focus in maths'.

They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour 1 dojo point

A dojo point can't be deducted.

250 points Bronze Award (presented by Class teacher)

500 points Silver award (presented by Team Leader in Key Stage Assembly)

750 points Gold award (in front of whole school)

1000 points Platinum award (in front of whole school)

- Platinum awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement.

## **Year 6 –transition**

As part of the Year 6 transition to high school, a checklist of expectations for developing independence is used to achieve certificates.

Autumn - Bronze

Spring - Silver

Summer - Gold/Platinum

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

## **3) Certificates**

A weekly 'Going for Green Hero' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents will be informed, via a postcard, of their child's achievements.

# Behaviour for Learning Policy

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## Behaviour Guidelines Sanctions

### Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor incidents. Children should always be treated with dignity and respectful, calm language should be used throughout. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our policy on Positive handling/ Team teach and the Health and Safety Policy

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form.

We have an agreed system of sanctions to enable pupils to learn from the experience of unacceptable behavior(see provision map for inclusion). Responses range from polite reminders to permanent exclusion, and are intended to:

- Use the response to the behaviour as an opportunity to reinforce rights respecting language.
- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

### SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for low level disruption, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

# ***Behaviour for Learning Policy***

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*If unacceptable behaviour occurs:*

**(Classroom teacher)**                      **Use normal strategies: going for green chart changed to amber** e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

**Step 1 (Classroom teacher)**              **Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

**Step 2 (Classroom teacher)**              **Time Out (A)**

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on class list at designated classroom table.

*If behaviour improves return to lesson.*

*If not or if child refuses, move to **Step 3***

**For repeated inappropriate behaviour:**

- Record who, when, why.
- Consider the options on behavior provision map.
- Discussion with Team Leader and/or SENDCO : consider Behaviour Intervention.

**Step 3 (Teacher colleague)**              **Time Out (B)**

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Child responds to the following questions:
  - a. What happened?
  - b. What were you thinking?
  - c. How are you feeling?
  - d. How is this affecting you?
  - e. How this is affecting others?
  - f. What do you need to do to move things forward? (zones of regulation)

# ***Behaviour for Learning Policy***

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Please note: Children with low language levels might find the above questions too complex.

**Consider Blank questioning:** See further details

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 4***

## **For repeated inappropriate behaviour:**

- Discussion with Team Leader and/or SENDCO or Headteacher
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Risk Assessment Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

## **Step 4 (Team Leader/Head)**

## **Time Out (C)**

- g. Child escorted to Team Leader/Head/CFT.
- h. Up to half a day working away from class without causing disturbance.
- i. Record who, when, why and store in Attitude section of Mentoring file.
- j. Parents informed by letter.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 5***

## **For repeated inappropriate behaviour :**

- Discussion with Team Leader / Head/ SENDCO:
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Risk Assessment Profile'.
- Parents informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies

## **Step 5 (Head /SENCO)**

## **Pastoral Support Programme (On Report)**

- Teacher completes a Behaviour Risk Assessment Profile to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider SEND needs.
- Consider Early help.

# Behaviour for Learning Policy

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- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

*If targets are achieved remove from PSP.*

*If PSP failed, move to **Step 6**.*

## Behaviour Targets

- Should provide time limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

## Step 6 (Headteacher)

### Behaviour Contract

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.

*If behaviour improves return to PSP - If not move to **Step 7**.*

## Step 7 (Headteacher)

### Internal Exclusion (up to 5 days)

- k. Child has possible time limited reduced timetable.
- l. Limit access to areas that are triggers to inappropriate behaviour.
- m. Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- n. LA informed of likelihood of external exclusion.
- o. Contact alternative provision for assessment place.

*If behaviour improves return to class on a Behaviour Contract or PSP.*

*If not move to **Step 8**.*

Following latest government guidance use Head teacher checklist on decision to exclude

## Step 8 (Headteacher)

### Fixed Short Term Exclusion

- p. Parents, Chair of Pupil Discipline Committee.
- q. Parents may make representations to Pupil Discipline Committee.
- r. Pupil Discipline Committee may meet but cannot reinstate.

# ***Behaviour for Learning Policy***

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s. Upon return to school, child stays on Contract for a minimum of 2 weeks.

*If behaviour improves remove from Contract to PSP.*

*If not move to **Step 9.***

## **Step 9 (Headteacher)**

### **Fixed Long Term Exclusion**

- t. Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- u. Discipline Committee meet (parents/child or representative may attend/make representations).
- v. LA Officer must be invited to attend but may not reinstate.
- w. Discipline Committee either reinstate or uphold the exclusion.
- x. Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

*If behaviour improves remove from PSP.*

*If not move to **Step 10.***

## **Step 10 (Pupil Discipline Committee)**

### **Permanent Exclusion**

- y. Parents, Chair and Discipline Committee, LA Officer informed.
- z. Discipline Committee meet and consider all representations and reports (parents/child may attend).
- aa. Discipline Committee either reinstate or uphold exclusion.
- bb. Parents notified of right to appeal.
- cc. If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- dd. If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.



# ***Behaviour for Learning Policy***

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## **Well-being children**

Inclusion is central to Plymouth Grove's nature as a rights respecting school. The school acknowledges that a small minority of children may for different reasons, have the skills to make the correct choices available to them in order to regulate their own behaviour. This may be especially true of children with or being assessed for EHCPs of SEN and looked after children. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

### **Blank level questions and behavior (extract from : Language Builders Eiklan)**

The Blank model has important implications for the management of behavior. Children with low language levels are frequently asked complex questions, e.g. 'Why did you that?', 'What should you have done?' Because they do not understand the type of questions and are at a loss to answer them, they get into trouble for not responding.

#### **At Blank Level one: Introduction and basic recount examples**

***Questions relating to immediate impressions and recollection. This draws solely on short-term memory and concrete thinking.***

- What has happened?
- When did it happen?
- Where did it happen?
- Who was involved?
- What did they do?
- What did they say?

#### **At Blank Level two: Refinement**

***Questions that involve some selective analysis such as describing, distinguishing and sequencing. This starts to move the student from concrete to more higher-order, empathatic thinking.***

- What happened first?
- What happened next?
- What happened then?
- What happened next?

# ***Behaviour for Learning Policy***

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- Where were you when?
- Where was the other person?
- If physically hurt, how does your (state part of the body) feel?
- How do you feel overall?
- Tell the child directly and clearly what happened and how their behavior has affected others. Don't ask questions about why they behaved as they did.
- Describe appropriate behaviours using short, simple sentences.
- Avoid negative statements such as 'don't run' try 'walk please' instead.

## **At Blank Level three: Empathy and foresight**

***Requires the student to make basic predictions, assume the role of another etc. This begins to draw primarily on higher-order, more empathetic and sequential thinking.***

- How do you feel inside?
- How might (named person) feel inside?
- How did (name an adult) try to help?
- What does the word (state a word or phrase used to help/escalate the incident) mean?
- What might happen next?
- What are you going to do next?
- What are you going to say next?
- What might (named person) do next?
- What might (named person) say?

## **At Blank Level Four: Problem solving**

***Focuses primarily on causation and working out solutions (which in turn could be rehearsed). This draws on higher-order thinking skills including empathy and thinking sequentially about precursors and consequences.***

Ask level four questions but if the child does not understand repeat the question and **model the answer.**

- Why did you [state an action such as 'kick him after he pushed you']?
- Why do you think [name person] [briefly describe behaviour such as 'keeps calling you that name']?
- What could you do to make it better?
- What could [named person] do to make it better?
- How might you tell when they are feeling [name emotion such as angry, sad, worried etc]?
- How could you avoid it happening again?
- What could you say to stop it happening again?
- Where could you go to calm down?
- What could you do to calm down?
- How could (name an adult) help you stop it from happening again?
- Don't ask them to justify their behavior.
- State the justification i.e. say why they should not have done something.

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Remember that if a child is upset or angry, they may not understand as well as they would in calmer circumstances. It is therefore particularly important to reflect on the levels of language used and check that the child has understood by asking them to explain the information in their own words, if they can, or by monitoring their behavior. If the language of the questions asked and/or the explanations given is too difficult, the child will not learn from the situation and it could all be a waste of time.

## **Appendix A**

### **GOOD PRACTICE**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

#### **Always:**

1. Create an interesting, stimulating and attractive classroom environment.
2. Model respectful language and treat all adults and children with mutual respect.
3. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
4. Make sure the children know what they are doing and that their work is matched to their ability.
5. Be aware of what is going on around you.
6. Do not be static.
7. Do not let children queue.
8. Use a visual timetable

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

#### **Remember to:**

- Use the language of rights, and make explicit reference to the articles of the UNCRC
- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Build rapport
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

# ***Behaviour for Learning Policy***

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We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

## **Never:-**

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

<b>Appendix B</b>
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## **RECORDING : Notes**

### **Time Out A : All should be recorded on CPOMS**

It is not essential or even desirable that all incidents are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being given time out.

### **Time Out B:**

All should be recorded on CPOMS:

- To check on frequency of time outs
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible IBP

### **Time Out C:**

- More detailed recording required.
- What happened, and why.
- Letter sent to parents
- All incidents should be recorded on CPOMS

**Statements/Comments** should be brief but succinct, clear, unambiguous e.g.

'disturbing class', 'being a nuisance'                      meaningless and open to misinterpretation

rather : 'tore up AB's work', 'thumped RS in the back',                      'refused to sit for story etc

# ***Behaviour for Learning Policy***

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<b>Appendix C</b>
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## **Rights Respecting Language Examples**

All adults and children should be treated with respect, and rights language should be used to reinforce relationships and behaviour systems. All children should be treated with explicit consideration of their dignity. A child should never be unnecessarily singled-out or embarrassed. Children should be involved in their journey towards always making the right choice, and their voice and cooperation is a crucial element of behaviour management.

Adults should explicitly reference their role as a duty bearer, and children's universal, inherent, unconditional, indivisible and inalienable rights. This can be done through everyday language, for example:

- Please make sure that we tidy our classroom - we all have the right to a clean and healthy environment.
- Please remember to use kind hands and feet as we all have the right to be safe.
- Thank you for walking sensibly down the stairs/corridors - this is protecting everyone's right to be safe from harm.
- I'm not sure the way you were walking was protecting everyone's right to be safe. Please could you go back and try again?
- Remember, we all have the right to make our own friends, but not if those friendships hurt other people. We must feel safe in school.
- Thank you for listening carefully, you have helped to protect \_\_\_\_\_'s right to have an opinion and be heard.
- Remember to respect everyone's right to be heard by listening carefully during their speech.
- Please remember that we all have a right to an education, I have noticed that there is some distraction in our classroom. We must protect each other's rights.
- We all have the right to learn, but your choices have stopped me from teaching our class. Do you think we are able to protect their right to an education right now?
- We all have the right to be safe, but your choices have meant that everyone's rights are not being protected. How could you better protect their right to be safe?
- At school, my main job is to protect your right to learn, because I am a duty bearer and a teacher. If you stop me doing that, then I will have to ask you to move out of the room so that I can protect everyone's rights equally.