**Blakehill Primary School**

**Behaviour for Learning Policy**



**Together We Can**

## 1. Policy statement

Blakehill Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

*Our policy is a collaborative strategy; we are one team, focused on one learning behaviour and moving in one direction*.

**2. Rationale**

 Positive behaviour is a whole school approach to the management of behaviour. The policy applies to all school activities, both in school and out of school including breakfast club, after school clubs or activities, day educational visits and longer residential visits. Rules are few in number and are very clear. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the policy as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

## 3. Aim of the policy

* To create a culture of exceptionally good behaviour for learning, for life in the community and beyond
* To ensure that all learners are treated fairly, shown respect and to promote good relationships.
* To refuse to give learners attention and importance for poor conduct
* To help learners take control over their behaviour and be responsible for the consequences of it.
* To build a community that values kindness, care, good humour, good temper, obedience and empathy for others.
* To promote social, emotional, moral, spiritual and mental well-being through improved relationships.
* To ensure that excellent behaviour is a minimum expectation for all.

 **4. Purpose of the policy**

* To provide simple, practical procedures for staff and learners that:
* Recognise behavioural norms
* Positively reinforces behavioural norms
* Promote self-esteem and self-discipline
* Teach appropriate behaviour through positive interventions

 **Blakehill Safeguarding Statement**

At Blakehill Primary School we respect and value all children and are committed to providing a

caring, friendly and safe environment for all our pupils so they can learn, in a secure atmosphere.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe

environment and be protected from harm. This is the responsibility of every adult employed by, or

invited to deliver services at Blakehill Primary School. We recognise our responsibility to safeguard

all who access school and promote the welfare of all our pupils by protecting them from physical,

sexual and emotional abuse, neglect and bullying.

**The Governing Body has:**

• the duty to set the framework of the school’s policy on pupil behaviour after consultation with the parents, pupils and staff;

 • responsibility to ensure that the school complies with this policy;

 • delegated powers and responsibilities to the Head of School to ensure that staff and pupils are aware of this policy;

 • delegated powers and responsibilities to the Head of School to ensure all visitors to the school are aware of and comply with this policy;

• appointed a Leadership Team with responsibility for monitoring behaviour to work with the Head of School;

• the duty to support the Head of School and school staff in maintaining high standards of behaviour;

• responsibility for ensuring funding is in place to support this policy;

• responsibility for ensuring policies are made available to parents;

• responsibility for the effective implementation, monitoring and evaluation of this policy

**The Executive Head/Head of School will:**

* + ensure all school personnel, pupils and parents are aware of and comply with this policy
	+ work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
	+ promote good behaviour by forging sound working relationships with everyone involved with the school
	+ encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
	+ ensure the health, safety and welfare of all children in the school
	+ work with the School Council to create a set of school rules that will encourage good behaviour and respect for others
	+ monitor the effectiveness of this policy
	+ annually report to the Governing Body on the success and development of this policy

**Role of the Senior Leadership Team**

The SLT will:

* lead the development of this policy throughout the school
* work closely with the Executive Head/Head of School and the nominated governor
* provide guidance and support to all staff
* provide training for all staff on induction and when the need arises
* keep up to date with new developments and resources
* work with the School Council
* monitor school support systems
* work with our Learning Mentor and SENCo to liaise closely with parents

# work with our Learning Mentor and SENCo to liaise with external agencies

# work with our Learning Mentor and organise a ‘Buddy System’

# analyse the concerns from the ‘Worry Boxes’

# track pupils through Individual Education / Behaviour Plans, Pastoral Support Plans

# review and monitor behaviour for learning

# annually report to the Governing Body on the success and development of this policy.

#

# Role of Staff

# School staff are expected to:

# comply with all aspects of this policy

# encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;

# promote self-discipline amongst pupils;

# deal appropriately with any unacceptable behaviour;

# work closely with parents when appropriate

# apply all rewards and sanctions fairly and consistently;

# discuss pupil behaviour and discipline regularly at staff meetings;

# liaise when appropriate with school SENCo and Learning Mentor

# provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;

# attend periodic training on behaviour management;

# be aware of school procedures and behaviour management strategies including IEPs

# ensure the health and safety of the pupils in their care;

# identify problems that may arise and to offer solutions to the problem.

# Role of Pupils

# Pupils are expected to:

# be aware of and comply with this policy

# be polite and well behaved at all times

# show consideration to others

# make suggestions about school behaviour via the School Council

# obey all health and safety regulations in all areas of the school;

# abide by the school’s ‘Behaviour Rules’

# Abide by the school E-safety rules and SMART rules.

# Role of Parents/Carers

# Parents/carers are encouraged to:

# comply with this policy

# have good relations with the school

# support the behaviour for learning policy

# ensure their children understand and value the meaning of good behaviour

# support school rules and sanctions

# to work in partnership with the school to resolve problems.

#  Role of the School Council

# The School Council will be involved in:

# determining this policy with the Governing Body

# discussing improvements to this policy during the school year

# devising school rules

# reviewing the effectiveness of this policy with the Governing Body.

# Three is the magic number

**Our 3 rules are:**

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

**How will staff behave?**

1. Model consistent positive behaviours and language at all times
2. Respond to poor behaviour with deliberate calm
3. Be consistent in reward and punishment strategies

**All staff, every day**

1. Meet and greet all pupils at the classroom door/playground at the beginning of every lesson

2. Correct poor behaviour in private (no shaming) **30 second intervention**

3. Build positive relationships with pupils. Show that you are ‘bothered’

 **What does this look like?**

* Use the getting class silent and **ready** for instruction strategy to establish behaviour expectations: eyes on me, lips closed, pencils down including playground expectations
* Focus positive attention on effort, not achievement, particularly those who go over and above
* Use the reward and sanction systems consistently - resist the temptation to issue high level sanctions disproportionately
* Give clear instructions and guidance eg task deadlines, where to go for support, paired/group/individual work, stop signals
* Allow for end of lesson reflection. Who did you work well with? What could have improved your effort?
* Establish clear daily routines: meet and greet, calm registration task, equipment ready, silent
* Use fantastic walking, legendary line ups, terrific transition terminology to praise the **Ready rule**
* Limit formal 1:1 interventions for poor behaviour to 30 seconds
* Catch children when following a rule and praise the behaviour
* Give clear choices for poor behaviour so the child has ownership eg “you can complete your task now or at playtime, that is your choice,” then walk away. Carry sanction through.
* Deal with all poor behaviour unemotionally, avoiding confrontation or hostility: don’t lose your temper, deal with secondary behaviours, deal with poor behaviour publically, refuse to shout

 **Middle leaders will:**

1. Use positive notes, phone calls, texts, conversations with parents
2. Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
3. Make sure that ‘the buck stops here’

##

|  |
| --- |
|    |

 **Senior** l**eaders** **will:**

1. Be a visible presence around and on site and especially the beginning and end of the day and at changeover time
2. Regularly share good practice
3. Support middle leaders in managing learners with more complex negative behaviours

## It’s not what you give but the way that you give it

In addition to a quiet word of personal praise, we use:

* house points to recognise effort and great work
* raffle tickets to recognise good behaviour, manners and conduct
* dojos (KS1)

 **3 key ways to recognise conduct that is over and above:**

1. Marvellous me - positive messages home
2. Class recognition boards - pupils who go above and beyond
3. Nominate a child for Hot Chocolate Friday

## Support beyond the classroom

1. Positive Start Club
2. Lunchtime provision
3. Learning Mentor

1. Time out to zone area
2. Restore - reparation Meeting
3. Partnership meeting
4. Restorative conference
5. (with parents)

**Alternatives to exclusions**

**High quality** behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

1. **Meet and greet** at the door/ playground at the beginning of every lesson.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition(recognition board) is used in each classroom throughout the lesson.
5. Refer to ‘**Ready, Respectful, Safe**’ in all conversations about behaviour.
6. Be **calm** and give ‘take up time’ when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

At Blakehill adults have a consistent approach to managing and promoting positive behaviours and conduct. We:

**Consistency in practice is key**

**Appendices**

**All staff every day**

## Practical steps in managing and modifying poor behaviour on a daily basis

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following for dealing with poor conduct. Actions are implemented to reduce, prevent and address pupil behaviour concerns. These are as follows:

|  |  |
| --- | --- |
| **Steps** | **Actions** |
| **Redirection**  | Gentle encouragement, a ‘nudge’ in the right direction |
| **Reminder** | Reminder of school rules/ expectations - **Be Ready, Be Respectful, Be Safe** delivered privately/discreetly  |
| **Caution** | Clear verbal caution delivered privately making the learner aware of their behaviour and outlining the consequence if they continue.  30 second intervention **Scripted approaches at this stage are encouraged.**  |
| **Time out** | Give learner chance to reflect away from others. Speak to child privately and give opportunity to engage. Offer a positive choice to do so |
| **Internal referral** | Child oved to a different room internally for the remainder of the lesson. No other member of staff should engage in conversation/reprimanding the pupil. Record on CPOMs (see  |
| **Reparation** | Restorative reparation (see no 2 on the consequences list) meeting is completed before the next lesson. Phase/middle leader can be present if requested. Outcome on CPOMs. |

If the child’s behaviour continues, refer to numbers 3 and 4 on the consequences to persistent poor behaviour (below)

**30 second intervention (scripted)**

A gentle approach, personal, non-threatening, side on, eye level or lower is used during the redirection/reminder stage. This is daily classroom practice for behaviour management.

*I noticed you are…(having trouble getting started/struggling to get going/wandering around the classroom)*

*It was the rule about…. ( lining up/ staying on task/ shouting out) that you broke.*

*You have chosen to…..(move to the back/ catch up with your work at lunchtime/ speak with me at break)*

*Do you remember last week when you…( arrived on time every day, worked really hard and produced that fabulous piece of writing)?*

*That is who I need to see today….*

*Thank you for listening. ( Then give the child some take-up time)*

*Endless discussions around behaviour during teaching time is limited. Energy is focused on returning learners to their learning. Issues should be addressed out of teaching time wherever possible*

# Consequences to persistent poor behaviour

# The time-out

**Time-out** allows the teacher or member of staff to address the behaviours that are being displayed by the child to be acknowledged and addressed in the first instance

* The learner is asked to speak to the teacher away from others (quietly and calmly)
* Boundaries are reset ( I want you try to complete your work
* Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
* Learner is given clear choices ( complete task or will need to complete during break/ lunch)
* Learner is given a final opportunity to re-engage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of staff will escort the learner to a workspace outside the teaching room.

 **Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger.**

1. **Restore**

 **Reparation meetings at Blakehill are a core part of repairing damage to trust between staff and learners. Our Restore Reparation meetings are structured in 6 steps and help us to restore that trust. These occur between class teacher and the pupil(s) concerned. The child is asked to reflect on:**

 1.What has happened?

2. What was each party thinking?

3. Who feels harmed and why?

4. What have each party thought since?

5. What behaviours will each of us show next time?

6. Reaffirm your commitment to building a trusting relationship.

Teachers will take responsibility for leading reparation meetings. Phase Leaders will support if/when requested.

Learner’s may have their behaviour monitored by teachers to show progress towards agreed targets. At Blakehill we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

1. **Partnership meeting - when conduct continues to be poor or is severe**

The **Partnership Reparation** meeting is implemented where there is a cause for concern relating to continuing or severe behaviour issues. Phase leaders are involved at this stage. Phase leaders conduct an investigation of concerns from staff members and the child. ***Parents are notified at this stage and are required to be present at the meeting.***

* Support and if necessary facilitate the **Partnership Reparation Meeting** between the member of staff and learner. ( identify and address any underlying reasons for behaviour)
* Develop an appropriate plan with the learner - this may involve the child being put on class report
* Monitor, review and mentor using the class report
* Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves ( alternate timetable, external support, fixed term exclusions)
* If a learner does not achieve the required change in conduct agreed within the plan / report, parents will be invited into school for a **Restorative Reparation** **meeting.**

 *All of these matters will be recorded on our CPOMS system*

# Restorative conference/meeting

* 1. **A restorative conference/ meeting** will involve: class teacher, parents, pupil, the phase leader involved at the partnership stage, and a member of the senior leadership team. The meeting will address the pupil’s attitude and behaviour and the actions implemented by school to support the pupil.
* 2. Actions agreed at the meeting will come under the terms of a final warning. If the learner does not complete the actions then the procedure will move to the next stage. During the meeting, a behaviour plan will be created and implemented.

3. School may seek the advice/intervention from external agencies - Early Help/ SEMH Team etc

* 4. A serious breach is an incident or series of incidents may lead to a fixed term exclusion.

.

The following behaviours would normally be deemed as severe:

* racism
* proven theft
* proven bullying including, homophobic/cyber bullying and bullying related to disability
* damage to school property
* open defiance to an adult
* continuous disruption to learning
* physical assault on an adult or another child
* verbal assault on an adult or other child
* putting themselves or others at risk

**Related policies and Guidance**

Anti-Bullying

Positive Handling

DFE Behaviour and Discipline in Schools (2015)

E-Safety

Equalities Policy

SEN policy

Education and Inspections Act (2006)