

Behaviour for Learning Policy

Reviewed October 2017

Rationale

At The Baird Primary Academy, our behaviour for learning policy helps us to create a stimulating, caring and secure environment in which pupils and staff can learn, work and play safely. Our policy is designed to promote and create a framework for achieving positive behaviour rather than merely to deter anti-social behaviour.

This policy follows and adheres to the legal guidance set out in both the DfE document 'Behaviour and discipline in schools – Advice for headteachers and school staff' and the Equality Act, 2010, and seeks to safeguard all our pupils, including those with special educational needs. In addition, this policy should be viewed in conjunction with the Friendship and Anti-Bullying Policy.

Aims

Through our behaviour policy we aim to:

- Ensure a consistent approach throughout the academy.
- Ensure that individual pupil's needs are taken into account.
- Work in partnership with parents regarding any behaviour concerns from the earliest appropriate time.
- Develop ownership of the policy by the whole academy community.
- Nurture our pupils to enable them to self-regulate their behaviour and understand the impact of their behaviour on others.

Academy Vision

At The Baird Primary Academy, we are committed to ensuring all children reach their full potential. As a team, we strive to provide an outstanding, creative, inclusive and fun learning experience. This is underpinned by high expectations, positive behaviour, effective relationships and a welcoming ethos. We strive for our children to have positive attitudes, challenge themselves and develop strategies to become independent learners. As an academy we do not 'stand still' and are constantly looking to improve.

Staff

All staff are expected to model and encourage positive behaviour for learning, respect for others and to apply all rewards and sanctions fairly and consistently.

We ask staff to develop an environment which is based around the principles of nurture (see Nurture Group Policy) to ensure that our pupils safe and secure within their learning environments. We understand that behaviour always has a cause and is a method of communication, and it is our responsibility to identify this underlying cause and address it.

Staff are also expected to:

- Ensure each pupil's safety and happiness;
- Ensure that each pupil achieves their full potential as a valued member of the academy community;
- Provide a balanced and engaging curriculum and meet the individual needs of each pupil;
- Achieve high standards of work and behaviour through building positive relationships and developing a sense of responsibility;
- Be opening and welcoming at all times and offer opportunities for parents/carers to become involved in the daily life of the school;
- Keep parents/carers informed about general school matters and about their child's progress in particular.

In line with the DfE document 'Behaviour and discipline in schools – Advice for headteachers and school staff', staff have the right to discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Pupils

Pupils are expected to take responsibility for their own behaviour and will be made aware of the school's policy, procedures and expectations, including:

- Arriving at school on time every day;
- Looking smart in the correct uniform;
- Being polite, friendly and helpful to others at all times;
- Working hard in the classroom and always doing their best;
- Talking to an adult if there is a problem;
- Helping to look after the classroom and school environment;
- Moving around the school and classroom in a calm and quiet manner.

Parents and Carers

We expect parents and carers to encourage their children to keep the school rules, support their child's learning and to co-operate with the school as follows:

- See that their child goes to school regularly, on time and properly equipped, with clothing and belongings labelled;
- Make the school aware of any concerns that might affect their child's work or behaviour;
- Support the school's policies and guidelines for behaviour;
- Support their child in homework and other opportunities for home learning;
- Read with their child daily and sign their reading record;
- Attend parents' evenings and discussions about their child's progress;
- Get to know about their child's life at school and what they are learning;
- Behave in a way that sets a good example to the children when on the school site.

Our Values

Our Behaviour for Learning Policy is underpinned by our Academy Values which are:

- RESPECT
- RESILIENCE
- LOVE OF LEARNING
- INDEPENDENCE
- INCLUSION
- ASPIRATION

These values underpin all elements of our behaviour policy and are displayed in all classrooms and throughout the academy, as a reminder to pupils of the behaviours they should be demonstrating.

Rewards and Incentives

Staff should seek opportunities to praise pupils and where appropriate reward them for good behaviour and high quality work. Rewards should be suited to each child and should be regularly and consistently applied.

At The Baird Primary Academy, we offer the following rewards and incentives which will should be embedded throughout every classroom and throughout all areas of the academy.

- **Verbal Praise** – all staff should try to praise every child every day for some achievement and should consistently praise the behaviour we wish to encourage.
- **'Smiley' Stickers** – all staff should award individual smiley stickers in all areas of the school to encourage desirable behaviours. **Orange Smileys** 😊 should be awarded in the classroom and **Yellow Smileys** 😊 should be awarded for shared areas of the academy (corridors / hall etc.) **Green Smileys** 😊 will be awarded for playtimes and lunchtimes and **Blue Smileys** 😊 will be awarded for pupils showing responsibility and care for our environment by the office team or site team. A record of these will be kept by class teachers and visually displayed within the classroom. Teachers may wish to use Dojos for this if they prefer.

- At the end of each week, a positive text will be sent home from the office for any child who has achieved 10 Smileys or more. When a child achieves 50 Smileys they will receive a certificate in assembly.
- **Class Smileys** – Running alongside this system 'Class Smileys' can be given for fantastic whole class work or as a collective class reward. These again, should be visually tracked within the classroom. When the class has received 100 Smileys the class will get a reward of their choice.

Other forms of positive reinforcement should be in place as follows:

- Staff are encouraged to send children with outstanding pieces of work to a member of the Senior Leadership Team.
- Celebration assembly - each Friday morning there will be an assembly where certificates are given out based on the school values. These awards are focused on the Value of the Week.
- Gold Table – the MDSA's will choose a child from each class to sit on the Gold Table in the hall at lunch time on a Friday. Pupils sitting at the Gold Table will be joined by a selection of adults and will receive squash / juice.
- Recognition of personal qualities by electing monitors, school council members, sports leaders, playground buddies and monitors in each classroom.
- Displaying good work around the school and in classrooms.
- Each year pupils within Year 6 are awarded specific awards e.g. Outstanding Creativity. These are awarded during the final assembly of the year and staff will have the opportunity to nominate candidates for these awards.
- Class Teachers may wish to operate a star of the day system. At the start of each day, the class teacher chooses 'a star of the day' for each day. They are chosen based on their behaviour from the previous day. The 'star of the day' sits on a special chair, is the line leader and helps the teacher with any special jobs they may have e.g. giving letters out.

Consequences and Sanctions for Key Stage 1 and 2

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment for all pupils. These will only be actioned by a member of paid school staff.

It must be clear why each sanction is being applied and it should be made clear what changes in behaviour are required to avoid further or future sanctions. It should always be the behaviour rather than the pupil that is sanctioned.

Action 1 - verbal warning

Action 2 - child's name written on the board

Action 3 - tally marked against child's name. 5 minutes is lost from their break time and is spent in the classroom with the class teacher.

Action 4 – a second tally is marked against the child's name and detention entered onto SIM's. They lose their break time the **following day** and have a detention in the hall. SLT will take these detentions on a rota basis.

All detentions will be reported to parents verbally by the class teacher at the end of the day.

Detentions will then be monitored by SLT. If a pupil has:

- 5 detentions in a term - a letter will be sent home informing the parent/carer
- 10 detentions in a term - parent/carer will be called in for a meeting to discuss the child's behaviour with a member of the SLT.

Action 5 - 3 ticks will be marked against a child's name. Teacher to complete a yellow card and then the child is taken to the next appropriate class. The child will be sent with a reading book, copy writing or other work to complete. The child will remain in that class for the rest of the session. Yellow cards will be entered on to SIMs and parents informed by class teacher at pickup.

If the child is yellow carded before lunchtime, they should spend the rest of that session in a partner class. Upon return to the classroom, their name should be wiped off of the board. If they then gain two detentions in a day, this will be a lunchtime detention, facilitated by the Senior Leader on duty. Class Teachers need to discuss this with the SLT and make an informed decision about the location of the detention.

Action 6 – this will be used for serious incidents i.e. complete defiance, verbal abuse, deliberate damage to property or physical aggression directed at another pupil or member of staff. All of the above procedures are bypassed and the class teacher will send another pupil to the SLT with a completed red card.

The Principal will contact the parent/carer at the earliest opportunity and a decision for further action will be made. This may involve exclusion or a period of time in isolation, usually within a Senior Leader's Office. Red cards will be entered on to SIMs.

Privileges such as being allowed to go on school trips may be withheld.

When teachers log a yellow or a red card in SIMs, within the comments box, they should give a commentary of the antecedent of the behaviour and any preceding events, the behaviour exhibited and whether parents have been contacted and informed.

At the end of each session names will be deleted from the board so that children can make a fresh start. Detentions and yellow/red cards will be monitored by SLT.

Consideration will be made of a child's receptive language skills and their response must be viewed in the light of his/her expressive language skills. Sanctions applied in the case of unacceptable behaviour, must take in to account the age and stage of development of the child. All sanctions will be reasonable, proportionate to the circumstances and will not discriminate against pupils with disabilities.

Behaviour for Learning in the Early Years Foundation Stage

Rewards and Incentives

Rewards are the same as for the rest of the academy however, they are as immediate as possible to aid the child's understanding as to the reason for them.

In Reception the class teacher chooses 'a star of the day' for each day. They are chosen based on their behaviour. The 'star of the day' sits on a special chair, takes the register back to the office, is the line leader and helps the teacher with any special jobs they have e.g. giving letters out.

Each child starts the day with their name on the sunshine. For any children who demonstrate exemplary behaviour they will move to the rainbow across the course of the day. If they finish the day on the rainbow they will receive a certificate.

Consequences and Sanctions in the Early Years Foundation Stage

Each child starts the day with their name on the sunshine.

Action 1 - verbal warning

Action 2 - a second verbal warning and a reminder about what they should be doing.

Action 3 - a child's name will be moved to the cloud.

Action 4 - If this behaviour continues the child's name will be moved to the thunder cloud and will miss out on privileges.

In the EYFS, a child will be sat on the thinking cushion with a sand timer if they have deliberately hurt another child. Once the sand has gone through, an adult will talk to the child about why they have had a 'time out'. For more extreme behaviour in EYFS, the sanctions for Key Stage 1 and 2 will be followed. EYFS

Practitioners will be aware that young children may have conflict with other children and will help them to resolve the conflict in a manner appropriate to their age and stage of development. Practitioners will use the 6 step conflict resolution process to support children. This process will be displayed in each of the areas in the EYFS.

Playground and Lunchtime Behaviour

In the playground and within the canteen we expect the same standard of behaviour as we do in the school building. At The Baird Primary Academy, there are certain behaviours that we will not tolerate, these are: bullying behaviour (for more information on bullying see our Anti-bullying policy), fighting, teasing or name-calling, the use of bad language, spitting, threatening or violent and aggressive behaviours.

Rewards

We will always reinforce good playground behaviour by praising the behaviour we wish to encourage.

- Verbal praise will be used and where appropriate passed on to the child's class teacher.
- **Green Smileys** 😊 will be awarded for pupil's behaviour at break and lunch times and within the canteen. These are added to the individual pupil's records within the classroom.
- The MDSA's choose 1 child from each class each week. This child sits on the 'Gold Table' on a Friday lunchtime. Their names are called out in the celebration assembly on a Friday and they receive a certificate.

Consequences and Sanctions

Action 1 - Verbal warning - the child will be given a verbal warning and are then reminded of the rule they have broken.

Action 2 - If the behaviour continues then the child will be sent to the fence for time out for 5 minutes. Their name will be entered in to the playground behaviour book (held by the Lead MDSA) with a brief outline of the behaviour.

Action 3- If the behaviour continues at playtime, the pupil will be sent in with a green card to join the playtime detention in SLT office.

If the behaviour continues at lunchtime, then the lead MDSA will be contacted. They may give the child a green card and the member of SLT on lunch duty will be informed. The child will miss the rest of their lunchtime. This will be recorded on SIMS and the Lead MDSA will inform the class teacher and the SENCo if required.

A child persistently breaking playground rules will be brought to the attention of SLT. They may then be directed to the school's lunchtime provision. In this provision they will take part in a range of group activities. With an adult, they will also talk about their behaviour and ways they can make positive changes to it. Parents will be informed if a child has been directed to the school's lunchtime provision.

PHSEe

At The Baird Primary Academy, we endeavour to resolve conflict and behavioural issues using positive methods. We teach discrete PSHEe sessions as well as managing situations as they arise. Circle Time and SEAL (Social and Emotional Aspects of Learning) resources are used to support the teaching of appropriate behaviour. PSHEe sessions are planned effectively, giving children opportunities to discuss and reflect on behaviour, teaching them to develop the skills needed to make the right choices.

We believe that it is imperative to discover the causes of poor behaviour and to support children in finding strategies to improve anti-social behaviour, rather than relying on sanctions. We use positive reinforcement throughout the academy to support this.

Challenging Behaviour

A small number of pupils at the school could be described as exhibiting challenging behaviour. These behaviours can take many and varied forms. These can range from extreme passivity, non-compliance to instances of verbal and physical aggression shown to themselves and others, or the environment. The school's starting point for understanding and responding to challenging behaviour is that in the majority of cases behaviours occur because they serve a communicative purpose for the child.

The academy promotes the delivery of strategies that are non-personal and non-judgemental to address inappropriate behaviours.

Shouting should be a last resort as the SLT believes that if our policy and procedures are applied correctly then it is not necessary.

On occasions, it may be the case that the Principal, in conjunction with other staff, will make the decision to issue an after-school detention to a pupil. This would be following an agreed strategy, which had been devised alongside the parents and staff must always ensure that the parent is given sufficient warning of the detention.

Offsite Inappropriate Behaviour

We aim to encourage educational visits to support the curriculum and offer our pupils a broader range of experiences. Our expectations of our pupils are extremely high, and we expect them to conduct themselves appropriately when in public.

When on educational visits, the staff retain the right to discipline any misbehaviour, following the rewards and sanctions detailed in this policy.

Any behaviour which occurs offsite and out-of-school hours, while the pupils are in school uniform, which members of staff witness or which are reported to the school, will also be dealt with following the sanctions that are detailed in this policy.

Personalised Behaviour Plans / Risk Assessments

Pupils that have been identified as displaying challenging behaviour will have an individual behaviour management plan. The SENCO and class teacher will write this in conjunction with the parents/carers and any professionals supporting the child. The plan will be signed by the class teacher, SENCO and all members of staff working with the child. All staff will be made aware of the plan. There will be a copy in the class SEN file and in the central SEN file. The aim of the plan is to put in place a management programme to help the child to manage their emotions etc. in a more socially acceptable way.

Recording of Behavioural Incidents

Incidents of challenging behaviour will be recorded on SIMs. The comments box will be used to identify any triggers and to track potential antecedents to challenging behaviour.

Serious Incidents will be recorded on an incident form, uploaded to SIMS and then stored in the pupil file.

If incidents of poor behaviour occur at playtimes and lunchtimes, these should be logged on a Behaviour Incident Form and passed to class teachers once completed.

Support for complex behaviour

At our regular multi-agency SEN meetings children's persistent behaviour difficulties will be reviewed. Where applicable, we will consider a referral to an appropriate agency for additional support e.g. ESBAS, CAMHs or the Child Development Clinic.

Where a child demonstrates complex challenging behaviour, it may be the case that they are deemed appropriate for a place within the nurture provision. This would be discussed at the above meeting and the appropriate actions put in place, in line with the Nurture Group Policy.

Positive Handling

We understand that there are times when, **as a last resort**, it may be necessary to physically intervene when a child is at risk and as an Academy, we follow the regulations regarding the use of positive intervention are set out in the University of Brighton Academies Trust Policy as well as the East Sussex guidance titled 'Positive handling and physical intervention policy' (2007) which allows staff to use 'reasonable force' and other physical contact to prevent a pupil from:

- committing a criminal offence (or what would be a criminal offence if they were old enough)

- injuring themselves or others
- damaging property

Positive Handling will only ever be used as a last resort. Those that we believe may be at risk will have a risk assessment.

Extreme Challenging Behaviour

In cases of extreme behaviour, a formal fixed term exclusion may be considered but this would always be as a last resort. The decision to exclude a child will be taken by the Principal (or the most senior member of management available if the Principal is not available) following the guidelines laid out by the East Sussex Children's Services and the DFE. Exclusion procedures will be commenced by the Principal (or the most senior member of management available if the Principal is not available).

As an alternative to exclusion, the Principal or a designated senior leader may decide to place a pupil in isolation, either within this Academy or within another alternative academy. On these occasions an adult will be designated to supervise that pupil in a separate part of the academy.

In the event of extremely challenging behaviour over a prolonged period, referrals may be made to ESBAS (Education Support, Behaviour and Attendance Service) or to the HPPP (Hastings Primary Placement Panel). These agencies may provide additional resources or strategies to support these pupils.

The law states that teachers have the power to search pupils without consent for prohibited items. This would only be used as a last resort and when staff have significant concerns regarding something that may be in the possession of a pupil. These prohibited items however include any item banned by the school rules. If the need to confiscate an item of a pupil's property arises, the pupil would initially be asked for the item and have several opportunities to give the item to the member of staff prior to confiscation occurring.