

AYLSHAM LEARNING FEDERATION

BEHAVIOUR FOR LEARNING POLICY BURE VALLEY SCHOOL

Policy Reference:	JO/Behaviour for Learning Policy	Review Frequency:	2 Years
Issue Number:	01 (22.11.2016)	Next Review Date:	22.11.2018
Author:	J Olney		

Ratified by the Governors' Curriculum Committee on: 22.11.16

Signed: _____

Chair

Vision

At Aylsham Learning Federation (ALF) our vision is to create a school and a working environment where all pupils can realise their full potential in an undisruptive, stimulating and safe learning environment.

This policy is designed to support the way in which all members of Bure Valley School (BVS) can live and work together in a supportive way.

We believe that:

- Pupils learn more effectively when there is a sense of order and the learning environment is calm and purposeful
- By making expectations explicit the school can create a positive atmosphere that supports effective learning
- Pupils should be taught to understand the advantages of good or outstanding behaviour in pursuit of both academic success and positive relationships
- When pupils display emotional, behavioural and social difficulties the school has a responsibility to try to remedy, or at least manage, such difficulties to ensure that these pupils are properly included in their educational experiences and that opportunities are provided in order that the learning of their peers is not impeded
- Bure Valley School must ensure fairness and consistency in our application of this policy

We aim to:

- Provide a holistic environment where children develop socially, emotionally, physically, spiritually, and academically
- Create a safe and secure environment

- Encourage a calm and purposeful learning environment
- Foster caring attitudes
- Celebrate diversity so achievements in all areas are acknowledged
- Encourage independence and self-discipline
- Foster care and concern for others
- Ensure all children reach their full potential
- Value the cultures and faiths of all

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1. Principles

The behaviour for learning policy reflects the following aspects of school practice and contributes to improving pupil behaviour and outcomes:

1. Consistency of practice and application
2. Strong school leadership and support
3. Professional classroom management
4. Appropriate rewards and sanctions
5. Behaviour strategies and the teaching of outstanding behaviour
6. Staff development and support
7. Pupil leadership opportunities and peer modelling
8. Effective communication with parents, carers and other agencies
9. Organisation

2. Pupil voice

Pupils believe that a good teacher is:

- One who has respect for who you are
- One who does not set out to embarrass you
- One who listens to pupils' points of views
- One who treats everyone fairly
- One who keeps calm and maintains control
- One who gives feedback on progress
- One who is organised and prepares engaging lessons

Pupils believe that their learning can be hindered when:

- Pupils are given tasks that are too easy or too difficult
- When teachers raise their voices unnecessarily
- When teacher do not listen or fully understand
- When lessons are poorly planned

3. Expectations of staff

The following staff expectations should be developed and agreed by staff in school:

- To be an exemplary role model for children and colleagues
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions
- To raise children's self-esteem and to develop their full potential
- To provide a challenging and inclusive curriculum
- To create a safe and stimulating environment that support children's learning
- To seek help and advice from the leadership team (if required)
- To communicate effectively with parents/carers

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children if a child is in danger of hurting him/herself or to prevent injury to another person. The actions that we take are in line with government guidelines on the restraint of children.

4. Expectations of pupils

The following pupil's expectations should be developed and agreed by children in the school:

- To work to the best of their ability, and allow others to do the same
- To treat adults and children with respect and to be aware of the impact of their behaviour on others
- To follow the instructions of school staff
- To take care of and respect property within the school environment and community

5. Expectations of parent/carers

As part of our home school agreement parents are expected to support the school's behaviour policy:

- To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations
- To encourage independence and self-discipline, to show an interest in all that their child does in school
- To foster good relationships with the school and to support the school in the implementation of this policy
- To seek advice and support of the school

6. Expectations of governors

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher/Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, governors will monitor the implementation of this policy and the Head of School will report to governor meetings the number of incidents.

7. Motivating appropriate behaviours by:

- Raising pupil self-esteem
- Communicating a sense of importance
- Ensuring successful experiences
- Emphasising the child's responsibility
- Ensuring circle time is a key part of the curriculum
- Varying groups in class according to friendship/abilities
- Displaying and celebrate high quality work
- Offering a well-planned curriculum
- Insisting on good classroom/time management
- Managing resources well
- Effective and engaging planning
- Providing a climate for learning
- Giving conditions for personal growth
- Pursuing a restorative justice process – where school investigates fully, shares concerns/views and act as facilitators to resolve conflict and bring about resolution

8. School procedures – for encouraging good behaviour

We have a range of systems for rewarding positive behaviour, which include:

- House points
- Star of the week certificates/assembly
- Star of the half term certificates/assembly (parent/carer invite)
- Pupil leadership opportunities

9. Powers to discipline

Teachers and support staff with responsibility for pupils have the power to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and in certain circumstances outside school.

Teachers and support staff with responsibility for pupils impose any reasonable disciplinary penalty in response to poor behaviour.

The school employs a number of sanctions to ensure our school remains a safe and positive learning environment. We make use of a hierarchy of consequences of poor behaviour:

1. Change of seating position/isolation within classroom.
2. Redoing a task or taking it home for completion if it is not completed to the expected standard.
3. Loss of some or all morning/lunchtime playtime (loss of playtime is recorded when a child receives an 'orange card' on a sheet in the Head of School's office, stating why playtime was missed).
4. Isolation from class for instances of seriously disruptive behaviour. If a child misbehaves repeatedly we will isolate the child from the rest of the class until s/he is calm and in a position to learn and work cooperatively with others. Where possible, we follow the Norfolk Step Up approach – giving children recovery time before discussing the event and their behaviour/attitude.
5. Incidents of poor behaviour are logged and recorded on SIMS by our pastoral leader.
6. The Head of School/Assistant Head/Pastoral Leader will communicate with parents/carers via a phone call for when misbehaviour is deemed serious.
7. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others (or themselves), the class teacher will stop the activity and prevent the child from taking part for the rest of that session, and usually the teaching assistant (TA)/Pastoral Leader will remain with that child and undertake a recovery activity, so as not to hinder the learning of others. The circumstances of the event will be discussed with the child and parents/carers. The Head of School in conjunction with the Pastoral Leader will keep records of such incidents. If a child needs restraining this, where possible, will only be carried out by restraint trained staff. Official records are kept of any incidents which require a child to be restrained.
8. If a child shows repeated unsafe behaviour, parents are informed and investigations will occur into why. Support and advice will be given by SEND Consultants, SSSfN, School to School Support, or County advisor for Managing Behaviour. A specific Individual Education Plan (IEP), (or in rare occasions an Individual Risk Assessment) will be devised based on advice received.

9. If unsafe behaviour repeatedly occurs, it becomes our primary objective to support the child in modifying behaviour – as learning will not occur. Any individual systems implemented will be arrived at through discussions with professionals and recorded on IEP/Individual Risk Assessment.
10. When all efforts have been exhausted, the Executive Head/Head of School may temporarily exclude a child for a fixed term. Governors are informed. This may be repeated.
11. The Executive Head/Head of School may permanently exclude a child.

10. Fixed-term and permanent exclusions

It is school practice to only ever exclude a child after all other methods of supporting a child in school have been exhausted. This will include gaining support from fellow professionals, producing individual risk assessments and, if staffing permits, providing some individualised sessions to pupils who find it difficult (for whatever reason) to behave safely. However, we will never put the safety of children or staff at risk.

Only the Executive Headteacher/Head of School has the authority to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one year and may also exclude a pupil permanently. It is also possible for the Executive Headteacher/Head of School to convert a fixed-term exclusion to a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher/Head of School excludes a pupil, s/he will inform parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher/Head of School will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal.

The Executive Headteacher/Head of School informs the local authority (LA) and the Governing Board about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

We recognise our obligation and commitment to every child's education even when they are excluded. We have an informal agreement with Buxton Primary that excluded pupils can be educated at their site under the supervision of one of our TAs. This is a reciprocal arrangement put in place for the benefit of pupils at both schools.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher/Head of School.

The Governing Board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents and the LA, and consider whether the pupil should be reinstated.

If the appeal panel decides that a pupil should be reinstated, the Executive Headteacher/Head of School must comply with this ruling.

11. Traffic light (faces) behaviour system

We use a traffic light system which is based on the principle that once pupils know the rules and the consequences, they can make the right choices for themselves and for others.

HALO	Children displaying positive attitudes and behaviour – move names to halo and receive a sticker. If on 'halo' for three days in a week, children will be awarded a special sticker on Friday.	
GREEN	All pupils start the day on 'green' and can progress to 'halo'.	
YELLOW	Loss of five minutes from break/lunch. Focus on moving name back up to 'green'.	A 'just to let you know' slip may be sent home to inform parents/carers.
ORANGE	Loss of ten minutes from break/lunch. Clear warning to be given for the consequences and seriousness of 'red'.	Members of SLT to sign the slip brought to them by the child and discuss their behaviour with them.
RED	Loss of whole lunchtime.	A phone call to inform parents or a letter home with reply slip to confirm that parents/carers have read the letter.
CONSISTENTLY RED	Meeting with parents/carers to discuss child's behaviour and strategies to improve.	

12. Monitoring

The Executive Headteacher/Head of School/Pastoral Leader monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head of School/senior leadership team record those incidents where a child is sent to him/her on account of unacceptable behaviour. The Pastoral Leader also keeps records of any incidents that occur at break or lunchtimes.

The Executive Headteacher/Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.