

AYLSHAM LEARNING FEDERATION

BEHAVIOUR FOR LEARNING POLICY BURE VALLEY SCHOOL

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Signed:

Chair

1. Vision

It is the aim of our school and the Aylsham Learning Federation (ALF) to create a working environment where all pupils can realise their full potential in an undisruptive, stimulating and safe learning environment. We endeavour to use the powers provided to us, by government, to provide a structured environment where teachers can teach and children can learn.

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 and enjoyably when there is a sense of order and the learning environment is calm and purposeful.
- By making expectations of good behaviour explicit the school can create a positive atmosphere that supports effective learning.
- Pupils should be taught to understand the advantages of excellent behaviour in pursuit of both academic success and positive relationships with others (both now and in the future).
- Staff and pupils must work together to take responsibility for ensuring that health and safety obligations are not jeopardised by poor behaviour choices.
- 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 and treatment of all pupils.

We aim to:

- Provide a holistic environment where children can develop socially, emotionally, physically, spiritually and academically
- Create a safe, stimulating and secure school environment for all
- Encourage calm and purposeful learning environments
- Foster a caring, nurturing attitude towards all pupils – showing concern for others
- Celebrate diversity – valuing all cultures and faiths
- Encourage independence and self-discipline
- Ensure all children reach their full potential

It is Bure Valley School's policy to recognise, acknowledge and reward individual pupil achievements. The following are examples of areas considered worthy of reward and recognition:

- Consistently improved standards of work
- Good or outstanding pieces of work
- Effort in class or homework
- Outstanding effort or achievement in extra-curricular activities
- Service to the school, Federation or local community
- Outstanding attendance
- Helping others in school
- Displaying school values in behaviours, choices and actions

2. 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 behaviours for learning
6. Staff development and support
7. Pupil leadership opportunities and peer modelling
8. Effective communication with parents, carers and other agencies
9. Organisation of resources and learning spaces
10. Managing pupil transition/movement around school

3. Pupil voice

Pupils believe that a good teacher is one who:

- Respects you for who you are
- Does not set out to embarrass you, but talks to you away from peers
- Who listens to pupils' points of views
- Who treats everyone fairly
- Who keeps calm and maintains control
- Who gives feedback on progress
- Who is organised, well prepared and teaches engaging lessons

Pupils believe that their learning can be hindered when:

- Tasks are too easy or too difficult
- Adults raise their voice unnecessarily
- Adults do not listen or fully understand what a child is trying to communicate
- Lessons are poorly planned
- Other children make poor choices and distract them

4. Common beliefs and attitudes about behaviour for learning

Behaviour for Learning needs to be taught, modelled and supported by a checklist of routines:

- Model expected behaviour
- Create positive learning environments
- Manage inappropriate behaviour following school systems
- Maintain an ordered learning environment with high expectations and clear boundaries

In order to teach this behaviour staff should ensure that routines are in place for:

- Lining up on the playground, entry and exit into classrooms
- Distribution and collection of lesson resources
- Movement around classroom and school building
- Expected noise levels
- Asking staff for help
- Receiving and acting on feedback
- Asking to go to the toilet
- Completing work in time given

5. Expectations of staff

The following staff expectations have been developed and agreed by staff in school:

- To be exemplary role models for children and colleagues
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions (in-line with school policy)
- To raise children's self-esteem and to develop their full potential
- To provide an engaging and inclusive curriculum
- To create a safe and stimulating environment that supports children's learning
- To seek help and advice from others (if/when required)
- To communicate effectively with parents/carers
- To emphasise the pupil's responsibility for their behaviour choices

Pursuing a restorative justice process – where school investigates fully, shares concerns/views and acts as a facilitator to resolve conflict and bring about resolution.

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.

6. Expectations of pupils

Expectations of pupils' behaviour has been developed and agreed by staff and children:

- To be polite and show consideration and respect towards others and school property
- To have a school bag, including pupil planner and home reading book
- To enter and exit the classroom in a calm and orderly fashion
- To move sensibly and safely around school and classrooms
- To use appropriate language
- To engage in all aspects of learning, working as hard as they can
- To work to the best of their ability, and allow others to do the same
- To attempt all tasks set
- 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 attend school regularly and be on time
- To follow the school uniform policy
- To take care of and respect property within the school environment and community

7. Expectations of parent/carers

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. The Aylsham Learning Federation and Cluster provides a parent support advisor to supplement the work of our pastoral leader and to help and support parents/carers with matters of behaviour and attendance.

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

- Parents/carers are required to support school to ensure that their children's behaviour does not prevent others from learning well
- Parents/carers are required to reinforce school rules and expectations
- Parents/carers are required to encourage independence and self-discipline in their children
- Parents/carers are required to show an interest in their children's education
- Parents/carers are encouraged to seek the advice and support of the school on matters of behaviour or attendance
- Parents/carers are required to promote and maintain good relationships with the school and to support the school in the implementation of this policy
- Parents/carers are entitled to an explanation of actions taken by the school (which will always endeavour to be fair and proportionate)

8. 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's behaviour policy, governors will monitor the implementation of this policy and the Head of School will report to governor meetings the number of incidents.

9. Motivating appropriate behaviours:

Rewards and recognition encourage pupils to repeat desirable behaviour. Praise is usually effective in motivating children and creating an environment for successful teaching and learning. Rewards help to improve:

- Relationships between staff and pupils
- Pupils' enjoyment at school
- Pupils' behaviour
- Pupils' self-esteem and confidence
- House identity and a sense of belonging to the school community
- Improve relationships between school and parents/carers

10. School procedures – for encouraging good behaviour and demonstrating our values

The use of a number of strategies to reward and recognise positive behaviour and good behaviours for learning, these include:

- Adult praise
- Opportunities to show exemplary work to another adult or member of the SLT
- Stickers
- Note or phone call home to parents/carers
- Work on display in class or gallery corridor frames
- House points
- Star of the week certificates/assembly
- Star of the half term certificates/assembly (parent/carer invite)
- Pupil leadership opportunities
- Privilege Cards
- Kindness Cup

11. Powers to discipline

Teachers and support staff with responsibility for pupils have the power to discipline pupils 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 can impose any reasonable disciplinary penalty in response to poor behaviour.

The school employs a number of reasonable sanctions. We make use of a hierarchy of consequences for poor behaviour:

1. Polite reminder.
2. Child will be asked move their name down on the traffic light behaviour chart if poor choice persist.
3. Change of seating position/isolation within classroom.
4. Redoing of a task or taking it home for completion if it is not completed to the expected standard. This could include homework.

5. 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).
6. Isolation from class for instances of seriously disruptive behaviour. If a child misbehaves repeatedly, or behaves in a way that puts others at risk, 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
7. Incidents of poor behaviour are logged and recorded on SIMS by our pastoral leader. Poor behaviours for learning are recorded daily by class teachers.
8. The head of school/assistant head/pastoral leader will communicate with parents/carers via a phone call for when misbehaviour is deemed serious. Parents/carers may be invited into school to discuss their child's behaviour.
9. 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.
10. If a child shows repeated unsafe behaviour, parents/carers are informed and investigations will occur into why. Support and advice will be given by SEND consultants, SSSfN, Alpha Inclusion, School to School Support, parent support advisor, school nursing team or a 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.
11. 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.
12. When all efforts have been exhausted, the executive headteacher/head of school may temporarily exclude a child for a fixed term. Governors are informed. This may be repeated.
13. The executive headteacher/head of school may permanently exclude a child.

12. 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 have 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 exclude a pupil, s/he will inform parents/carers immediately, giving reasons for the exclusion. At the same time, the executive headteacher/head of school will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents/carers 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. 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/carers 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.

13. 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'. Repeated occurrences may incur an increased loss of time.	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.

14. Monitoring

The executive headteacher/head of school/pastoral leader monitor the effectiveness of this policy on a regular basis. S/he also report to the Governing Board on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents where a child is sent to the head of school/senior leadership team 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 keep 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.