

Sherington Primary School

Behaviour for Learning Policy



Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

Aspire

- Motivating and exciting all to become life-long learners

Believe

- Developing the skills and confidence to foster self-belief

Create

- Engaging all learners through creative practice and personal reflection

Achieve

- Experiencing success and embracing future challenges

Our Aims

To place the child at the centre of all that we do.

To foster positive, supportive relationships with families and the wider community.

To provide models of excellence drawing on the expertise of our highly skilled team.

To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.

To promote life-long learning through developing a whole school culture of challenge and growth.

To prepare learners for a future in an increasingly interconnected global economy.

Policy Reviewed	Summer 2016
Agreed by Staff	Autumn 2016
Ratified by Governors	Autumn 2016
Date due for review:	Summer 2017

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1 Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

2.1 Rewards

We praise positive behaviour in a number of ways; both individual recognition and whole class rewards. Please see Appendix 2 for further guidance.

- Individual Merits: Any staff member can award a child a merit for positive behaviour which may include: demonstrating the monthly value, being polite, being a positive role model, being a good friend or demonstrating effort and perseverance.
- 2 children from each class will be celebrated in a Friday assembly. There is a certificate which the class teacher completes celebrating an aspect of the child's learning and is shared with the whole school during assembly. The child takes home the certificate to share with the parents who are encouraged to respond and return to school for display in the reception area (all collected certificates are kept for the academic year and returned in July).
- Years 1 – 3 Peg system: Every class in Year 1 to 3 should have a peg system. The children have individual pegs and should be encouraged to move their name in accordance to their behaviour. The children should be encouraged to move their name 'up' during each learning session. It will

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return to 'Ready for Learning' at the beginning of each session. Children who have moved their name 'down' for persistent inappropriate behaviour will have to amend their behaviour in order to move back. Class Teachers are encouraged to monitor these children more closely so we are focussing on positive changes.

- Headteacher Awards: These awards are given out for exceptional work by an individual.
- Class subject awards: Specialist teachers for computing and music will identify the class each week who have shown the most improvement or tried their hardest. These will be celebrated on a Friday in assembly
- Attendance Award: The class/es each week with the highest attendance will receive recognition during Friday's Celebration Assembly.
- Whole Class Award: The format of this is to be agreed between the Class Teacher and the pupils; it could be marbles in a jar, pieces of a jigsaw etc. It is for the whole class to work towards a pre-determined goal (50 marbles will earn 10 minutes additional time on climbing frame (supervised by Class Teacher)). Whole class awards should be given by Class Teacher.
- Golden Tickets: All staff will carry a Golden Ticket. If they see a class (other than their own if a Class Teacher) displaying exemplary behaviour throughout the school then they can award the class a Golden Ticket. Specialist teachers can award classes Golden Tickets during their lessons. Class Teachers will keep a tally of the Golden Tickets received during the week on the Class Behaviour Sheet which will be collected weekly by the Pupil Well-Being Team. The class with the highest number of Golden Tickets will be awarded 2 gold bars and the second highest 1 gold bar on the display board on the ground floor (outside Head and Deputy office). Classes with the most Golden Tickets in a week will earn additional time on the Climbing Frame and in the Ball Court. There will also be a termly reward.

It is important that when recognising children for their positive behaviour staff are clear what it is that they are being praised for; this helps the child know what they were doing well and also re-enforces high expectations to the rest of the class.

2.2 Sanctions

The school also employs a number of sanctions to promote and enforce the school expectations for behaviour; although every effort is made to ensure the pupils have the opportunity to recognise and amend their behaviour choices before sanctions are imposed. Please see Appendix 2 for further guidance.

When issuing a sanction to a child it is important that staff are clear how they have behaved inappropriately, what the next step is (should the behaviour continue) and also how they are expected to behave.

Sanctions could be issued for the following reasons:

- Not following instructions (within a reasonable number of requests)
- Persistently calling out
- Purposefully disrupting the learning of others
- Putting themselves and/or others at risk

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- Rudeness

The class teacher discusses the school expectations with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom from the beginning of the new academic year. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

Action taken by one or more children with the deliberate intention of hurting another child, either physically, emotionally or through the use of threatening behaviour is considered under the school's Anti-Bullying Policy. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE 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 or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 Roles and Responsibilities

3.1 The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

3.2 The role of Senior Management Team (SMT)

SMT comprises of the Deputy Headteacher, Assistant Headteacher, Inclusion Leader, Literacy Leader, Math Leader and EYFS Leader.

It is their responsibility to support the Headteacher and all members of staff in implementing the Behaviour for Learning Policy.

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They can support the implementations of rewards and sanctions in addition to the Headteacher.

In addition to responding to any incidents of negative behaviour within the school grounds, the Headteacher may discipline pupils for:

- misbehaviour when the pupil is:
 - o taking part in any school-organised or school-related activity or travelling to or from school or
 - o wearing school uniform or
 - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public or
 - o could adversely affect the reputation of the school.

3.3 The role of Class Teachers

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children with respect and understanding.

Class Teachers keep weekly behaviour logs which are monitored by the Pupil Well-Being Team and discussed with the Inclusion Manager and Headteacher weekly.

The class teacher identifies concerning behaviours with the individual parents and Inclusion Manager. Appropriate strategies are discussed and put into place, these include:

Informal behaviour chart

Individual Behaviour Plan

Referrals to external agencies (Educational Psychologist, CAMHS, Waterside Outreach)

Consideration of a Pastoral Support Plan

Under the direction and authorisation of the Headteacher, class teachers are permitted to search and, if found, confiscate prohibited items from pupils. A list of prohibited items can be found at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

3.4 The role of Pupil Well-Being Team (PWB Team)

The PWB Team consists of dedicated staff who are available for 'call-outs' and those who are assigned to support children in a 1-1 capacity.

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The PWB Team can support children with emotional barriers to learning both within and outside of the classroom. They can offer a range of low-level interventions to support:

Draw and Talk Therapy

Social Skills groups

Support for attention and listening

The PWB Team should be called if there has been a continued escalation of behaviours (see flowchart) or in the event of a serious incident with no prior warning.

The PWB Team will also be present during playtimes and lunchtimes. If a decision has been made by either PWB Team or a member of SMT that a child cannot be on the playground then they will be supervised during this time in the Wrap-Around-Centre.

The PWB Team are responsible for supervising children during internal exclusions

The PWB Lead will meet with the Headteacher and Inclusion Manager weekly to discuss incidents that have occurred.

The PWB Team keep a record of all incidents of inappropriate behaviour in addition to the weekly behaviour sheets completed by Class Teachers.

3.5 The role of Support Staff (including Midday Meal Staff (MMS))

Support Staff have the highest expectations of the children's behaviour within lessons, moving around the school and during break and lunch times.

Support Staff treat all children fairly and enforce the school rules at all times (and classroom code if supporting in lessons).

3.6 The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. Please see Appendix 1.

3.7 The role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We seek to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher.

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3.8 The role of Pupils

We expect children to listen carefully to instructions in lessons.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

We expect all children to behave in a way which keeps themselves and others safe. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

We expect children to show respect to other children and adults at all times. This includes being respectful of their gender, physical appearance, faith, race and religion.

4 Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body will convene a discipline committee if required which will be made up of between three and five members. This committee will consider 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 representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

5 Monitoring

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The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body 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. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher 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 body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

6 Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date:

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Appendix I

Statement of Behaviour Principles

Introduction

This statement has been drawn up by the Sherington Governing Body in accordance with the Education and Inspections Act, 2006 and DfE guidance ([Behaviour and Discipline in Schools: advice for headteachers and school staff](#), 2016 and [Behaviour and Discipline in Schools: guidance for governing bodies](#), 2015).

The purpose of this statement is to provide guidance for the Headteacher and Senior Leadership Team in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents/carers for the children in our school, as well as taking full account of law and DfE guidance on behaviour matters. Staff should be confident that they have the Governing Body's support when following this guidance.

This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's Behaviour Policy, taking account of these principles and the referenced DfE guidance.

Principles

We want to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We want all members of the school community to live and work together in a supportive way and promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

We shall manage behaviour in accordance with the following principles:

- Our practice shall reflect the school vision and aims
- We will focus on promoting good behaviour over and above just deterring unwanted behaviours. We will make it clear to pupils and parents that adults have the highest expectations of each child's achievement and behaviour.
- We are committed to creating a positive learning environment. Positive attitudes towards learning and all aspects of school life are recognized and rewarded (including for pupils who consistently display these qualities as well as those who are still developing them).
- We will ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well.
- We will promote and nurture pupil self-esteem and self-confidence.
- We recognize that all children and staff have the right to feel safe at all times in school. There should be mutual respect between all members of our school community and everyone should be safe from the effects of unacceptable behaviour
- Strategies and procedures and their implementation are consistent throughout the school from Nursery through to year 6.

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Policy

The school's Behaviour Policy shall:

- Clearly state how the principals will be implemented in practice across the whole school and nursery and regularly monitored for their effectiveness. This will include clarity on expectations, rules, rewards and sanctions.
- Describe how support strategies devised to support individual pupils are drawn up and implemented so that all commitments are honoured.
- Reflect as far as possible input from staff, pupils and parents.
- Clearly explain teachers' powers to search pupils for items which are banned (including identifying such items) and to confiscate them [<https://www.gov.uk/government/publications/searching-screening-and-confiscation>], to use reasonable force [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf] and to discipline pupils for misbehaviour outside school (taking account of current DfE guidance)
- Clearly define the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school (in accordance items 14-16 of DfE guidelines [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf]).
- Explain when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The Governing Body expects exclusions - particularly those that are permanent – to be used only as a very last resort.

Pastoral care for school staff accused of misconduct is covered in the Safeguarding Policy.

Sherington Primary School is an inclusive school, and all members of the school community should be free from discrimination of any sort (as set out in the [Equality Act 2010](#)). We also recognize our duty to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002. To this end the school has a clear and comprehensive Anti-Bullying Policy that is known and understood by all. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.

Partnership with parents/carers

The school aims to foster positive, supportive relationships with families and the wider community. The responsibilities of children, parents/carers and all school staff

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with respect to children's behaviour are presented in the Home/School Agreement which children, parent/carers and teachers sign at the start of each year.

Related policies and documents:

- Behaviour Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Home-School Agreement

Monitoring, evaluation and review

We will review this statement every four years.

Approved by Governing Body: 14th Nov 2016

Next review date: Nov 2020

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Appendix II: Overview of Rewards and Sanctions

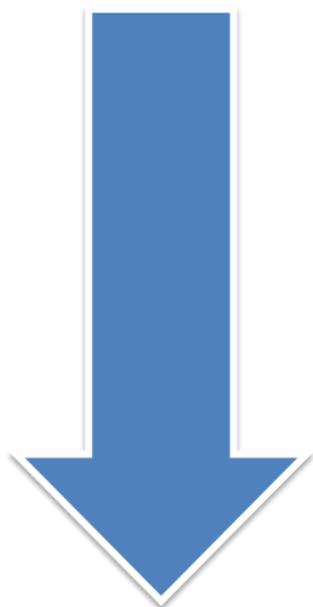


Individual rewards:

- Individual merits which any staff member can award - when the children achieve 10 merits ask a member of SMT to present a certificate.
- Certificates awarded in assembly (2 per class).
- Head Teacher's Awards for work of exceptional quality
- Years 1 -3: Peg system to support instant praise and recognition. **Children will return from green and purple to 'Ready for Learning' at the beginning of each session.**

Class rewards:

- Weekly recognition in assembly for computing, music and attendance
- Whole class behaviour system - whole class award given out by class teacher (eg. marbles in a jar) with a pre-determined reward for a specified goal.
- Golden Tickets - to be awarded by staff members other than class teacher. These will be recorded in a central location with a weekly and termly reward.



Sanctions:

1. Move name to straight face (N-Yr 3)/Verbal Warning (yr 4 -6)
2. Name on unhappy face ~ **this can be reversed.**
3. Nursery/Reception – parents to be told. Years 1 – 6 - Lose playtime (KS1 - 2 minutes/KS2 - 3minutes) until 6 minutes has been lost ~ **this can be reversed.**
4. Callout to Pupil Well-Being Team (#221) - playtime lost.

- If a child has 2 or more callouts in 1 week Pupil Well-Being will contact parents
- Behaviour sheets should be completed weekly indicating concerning behaviours (even where it has been 'earned back' if it is a regular occurrence) which will be discussed with Headteacher and Inclusion Manager alongside Pupil Well-Being Lead.