



# **Behaviour For Learning Policy**

September 2023

**'Good Behaviour is a pre-requisite for effective learning'**

This policy is designed to rationalise discipline and promote good behaviour within the school to create consistency and ensure fairness. It aims to create a consensus of purpose, so that all members of the school community know exactly where they stand, what behaviour will be tolerated, what will not and what the consequences are.

## **Aims**

This policy has been compiled by all staff, parents, governors and pupils. The following rights and responsibilities of pupils and staff have been identified.

### **Staff Rights**

- To be treated with respect
- To be allowed to teach effectively
- Personal safety
- To protect children from harm
- To gain job satisfaction
- To have a safe, happy working environment
- Effective training and development
- Support from senior management, colleagues and parents
- Search and/or screen pupils if necessary

### **Staff Responsibilities**

- To treat others with respect
- To listen to children and respect their culture, views and opinions
- To be a good role model, creating a positive ethos by the way we dress, by our attitude towards others, how we speak to people and how we display children's work
- To have high expectations
- To provide a tidy, organised and safe learning environment
- To maintain security and ensure potential risks are reported
- To teach effectively and maintain and organise resources
- To keep parents informed and work in partnership with them
- To celebrate achievement
- To maintain high professional standards and support colleagues
- To make effective use of training and development opportunities

### **Pupil Rights**

- To be listened to, and allowed to explain and express themselves
- To be treated equally and with respect, regardless of individual differences
- A safe environment
- A well organised classroom
- A quiet and purposeful working environment
- Praise and encouragement
- An enjoyable school experience

## **Pupil Responsibilities**

- To listen to others
- To treat everyone equally, and with respect, regardless of individual differences
- To allow others to listen, learn and get on with their work
- To complete work and homework
- To move around school carefully, considering the safety of others
- To sort out disagreements without fighting
- To be tidy and well organised, and responsible for their own possessions
- To work in a quiet and purposeful way, maximising learning opportunities
- To have high expectations of themselves and others
- To celebrate achievement, both theirs and their peers

Rights do not exist in a vacuum, they can only happen if others take responsibility for protecting their rights. All sections of the school community at Gillibrand have rights, and therefore responsibilities. These rights and responsibilities are also reflected in the school's 'Home School Agreement' which is signed when children start in reception class.

## **'We all benefit when we all behave well'**

### **How we encourage good behaviour**

Class rules are discussed with each class at the beginning of the academic year and referred to on a regular basis to support pupils in understanding the rules set in place for everyone and why they are important.

Staff and governors at Gillibrand recognise that the following factors encourage good pupil behaviour, therefore we will aim to ensure that these are in place:

- A well ordered, safe environment
- Appropriate tasks and stimulating tasks
- Good classroom management
- Positive peer group pressure
- Positive feedback and rewards – lots of praise and encouragement
- Parental support
- Equal gender expectations
- Positive self esteem
- Self discipline
- A system of reporting worries
- Clear boundaries; expectations and consequences
- Positive role model
- An enjoyable experience
- A calm atmosphere
- A consistent approach where staff use a 'raised stop hand signal' to indicate stop and silence.

But we also recognise that the following factors are possible causes of misbehaviour, and so will aim to eliminate, negate or make allowances for these factors where possible:

- Less structured environment
- Inappropriate work
- Negative peer group pressure
- Lack of parental support
- Unequal gender expectations
- External factors (eg social factors)
- Inconsistent sanctions, conflicting messages
- A negative approach from adults
- Seeking attention
- Poor self esteem

- Learned behaviour
- Physical factors – poor diet, fatigue
- Immaturity – lack of self discipline
- Medical, psychological reasons

The following rewards systems are also in place at Gillibrand to encourage good work and behaviour;

- Children earn Dojos for a number of agreed criteria which are consistent within each Key Stage i.e. good manners, good playground behaviour, following instructions.
- Each week there will be a dojo winner for the child who earns the most dojos, which is awarded in a whole school 'Achievement Assembly'
- 'Star of the Week' certificates presented in 'Achievement Assembly' each Friday
- Headteacher's Award presented to children in assembly
- Responsible jobs around school. E.G: Prefects, Buddies, Eco-Council
- Stamps and stickers: staff use stamps/stickers to celebrate achievement and success.

The staff and Governors of Gillibrand Primary School decided to introduce The Behaviour Management Policy in the belief that:

- Our children have the right to expect a well-ordered and positive learning environment in which their efforts and achievements are recognised and rewarded.
- All our children are capable of behaving appropriately and making good choices.
- It is the job of the staff to communicate expectations clearly and to maintain the orderly and positive environment necessary for learning to take place.

In order for this policy to be successful at Gillibrand, it is important that both the parents and the school work together in ensuring that the appropriate standards of behaviour of all pupils are met.

### **Behaviour For Learning Policy**

#### **AIM**

To implement a system for managing behaviour that is:

- Understood by parents, pupils and staff
- Clearly states expected behaviour
- Encourages good behaviour by using rewards as positive reinforcements
- Defines the consequences of unacceptable behaviour
- Enforces the consequences fairly and consistently

**RULES** - define the behaviour expected of **all** pupils by **all** staff.

**CONSEQUENCES** – to be applied to **all** pupils by **all** staff.

**REWARDS** - to be awarded by **all** staff to **all** pupils who are not given a consequence.

#### **RULES**

- Follow instructions

- Keep hands, feet and objects to yourself
- Walk calmly in school
- Use good manners

### CONSEQUENCES

1. Warning
2. Name is written in the 'Think Bubble'
3. Red Dojo
4. 10 minutes time out elsewhere
5. KS leader involvement
6. Deputy/Assistant Headteacher involvement
7. Head teacher involvement and Parental involvement

### REWARDS

- Praise
- Dojos and prizes
- Stickers certificates, badges
- Points/ raffle tickets for class treats
- Celebration postcards

### SANCTIONS-conduct outside the school gate

The staff will also respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school.

Staff may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

The sanctions of this may be as follows depending on the behaviour:

- Involving parents-staff will always report any bad behaviour outside the school gates to parents/carers.
- Loss of privileges, which may include break time and lunchtime
- Involvement of the PCSO
- Fixed term exclusion

### SEVERE CLAUSE

The following behaviour will immediately lead to the involvement of the Headteacher and parents:

- Any behaviour which threatens the safety of other people
- Any behaviour which results in the deliberate damage of school property or the property of others.

**Should incidents of misbehaviour persist, a fixed period suspension from school will be considered. Serious breaches of the school's Behaviour Policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school will result in a permanent exclusion.**

### Suspension and permanent exclusions

At Gillibrand Primary School we recognise the damaging effects of excluding children and therefore this will only be used as a last resort in exceptional circumstances. We understand that all behaviour is a form of communication and as such we ensure all strategies and approaches towards behaviour are exhausted, this includes the implementation of advice sought from external agencies. Staff should understand that they should seek support to identify and solve the problem in order to support the child in achieving their full potential.

As outlined in *DFE Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England, including pupil movement*: “For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour”.

The decision to exclude is taken by the headteacher (or acting headteacher) and this may be for a fixed term, known as suspension, or a permanent exclusion. The headteacher will consider the individual pupil’s circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

If it deems that a suspension or exclusion is necessary, 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. If the headteacher excludes a child, then the parent/s should be contacted immediately, giving reasons for the exclusion. At the same time, the headteacher should make it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the Local Authority (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 child or extend the exclusion period made by the headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The school will provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than 5 consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

### **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.
2. Power to search without consent for 'prohibited items' including: a. Knives and weapons b. Alcohol c. Illegal drugs d. Stolen items e. Tobacco and cigarette papers f. Pornographic images g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

### **The Headteacher’s Role**

The Headteacher has the overall responsibility for discipline throughout the school. They set the ethos of the school by their actions, and should demonstrate good practice when dealing with children, giving the correct lead to other members of staff. They are also obviously the ultimate deterrent and reward for children, as visits to the Headteacher can be either rewarding or uncomfortable for them. In either case, this option should not be overplayed by staff, as the effect can be diminished by overuse.

The main elements of the Headteacher’s role are:

- To support staff in their efforts to maintain a disciplined environment
- To record serious incidents of misbehaviour and bring these to the attention of parents and to take appropriate action
- To give advice on particular strategies to use when dealing with children who are causing problems
- To liaise with parents, governors and other agencies if the need arises, to improve the behaviour of particular children

### **The Governors' Role**

The Headteacher has a statutory responsibility for taking measures to secure good behaviour, but the governors have power to draw up a written statement of general principles to guide the head. Because of the breadth of interest it represents, the governing body can give valuable help in setting high standards

*School Governors: A Guide to the Law (DfEE)*

Governors at Gillibrand have a three-fold role:

- To support the Headteacher and staff whenever possible in disciplinary matters by appreciating pressures put upon the staff, and understanding the difficult nature of the job.
- To communicate to the head and all the staff the high standards of behaviour they expect.
- To act as an independent body to which parents can appeal in the event of a dispute.

### **The Role of the Welfare Staff**

Welfare Staff need to be familiar with the contents of this policy as their job is to continue this approach to discipline over lunchtime. Repeated misbehaviour should be reported to the appropriate class teacher and recorded on CPOMs

Any very serious misbehaviour should be reported to **Mrs Clark (Acting Headteacher) or Mr Thomas (Acting Deputy) or Rachel Baker as KS2 lead.**

Respect for all stakeholders, children and adults, must be a priority within this policy.

#### **Unacceptable Behaviour in the playground**

Minor misbehaviour - can be effectively managed by Welfare Staff

Very serious misbehaviours – Headteacher or Deputy/ Assistant HT need to be involved

#### **Minor to Moderate Misbehaviour**

- Teasing
- Spoiling other children's games
- Telling tales
- Running inside
- Arguing with peers
- Name calling (**NB – all racist name calling must be reported and will be recorded**)
- Play-fighting
- Cheekiness
- Swearing at pupils
- Hitting back (on parents orders)
- Fighting - squabbles

#### **Very Serious Misbehaviours**

- Running out of school
- Extortion
- Rudeness to staff , verbal abuse and swearing at staff
- Biting
- Bullying, including cyber bullying
- Graffiti
- Vandalism
- Vicious Kicking
- Fighting / thuggery
- Dangerous refusal to follow instructions
- Racial abuse
- Homophobic comments
- Stealing
- Physical abuse of staff

Very serious misbehaviours must immediately be brought to the attention of the Deputy Headteacher/Headteacher. All serious incidents must be recorded on CPOMs and all evidence attached online.

The following actions may then be taken, depending on the seriousness of the incident:

1. Headteacher investigates.

Record on CPOMs and ask the child to consider their actions, if appropriate writing letters of apology.

Class teacher informs parents of the incident/concerns about their child's behaviour in a note home, informal meeting after school or by phone discussing consequences. This conversation is always recorded.

2. If the misbehaviour continues the Headteacher may write a formal letter home, inviting parents into school to discuss the matter.

3. Sanctions are applied such as a loss of privileges, jobs and responsibilities for a fixed period of time.

We acknowledge that children can behave in ways that can be harmful to other children. This can be described as Child on Child Abuse and *is a safeguarding issue*.

Where child on child abuse is alleged, a risk assessment will be undertaken to reduce the risk of repeated incidents. Consideration will be given to supporting both the victim and alleged perpetrator. The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address both the alleged perpetrator's and victim's needs.

#### Rewards

At Gillibrand, we feel that it is important that good behaviour is rewarded.

Welfare staff are encouraged to report particularly good behaviour and politeness to staff, as well as misdemeanours. Welfare staff are encouraged to reward positive behaviours with a sticker-children will receive a Dojo from their class teacher .

Please Remember:

- **Speak to children in a calm and positive manner, you are more likely to get a positive response.**
- **The children will respect you if you are fair and show them respect**
- **It is important to chat to the children and interact with them, so that you are not seen as the person who only speaks to them when they are in trouble**
- **It is important that Welfare Staff are alert to what is happening in the playground. Often incidents can be avoided by timely INTERVENTION.**

#### Special Educational Needs Emotional & Behavioural Difficulties

Staff at Gillibrand will always use extreme care and sensitivity when dealing with pupils with emotional and behavioural difficulties. Confrontations are stressful and unproductive for teachers and pupils alike. The suggestions below may help in planning strategies for dealing with these children, but we should always remember that every child and every situation is individual and unique. What works once, or with a particular child, may well be changed or adapted for other situations or children.

##### □ **Classroom management and organisation**

- ensure that the children have a set routine when they arrive in class, and are immediately engaged in a meaningful activity.
- ensure the child with emotional and behavioural difficulties is aware of the day's programme; this provides structure.
- classroom rules displayed, and reminders given regularly.
- choose groups carefully, keep children with emotional and behavioural difficulties close to you.
- seat children with emotional and behavioural difficulties as far from distractions as possible.
- ensure that they do not have to leave their seat to get to resources, sharpen pencils etc..

#### ❑ **Teacher /Pupil relationships**

- stay calm at all times; children with emotional and behavioural difficulties often enjoy heightened tension and attention.
- speak quietly to the children; a quiet teacher has a quiet class – teachers should refrain from shouting across the classroom / hall to attract a pupil's attention.
- try to ignore inappropriate behaviour and praise appropriate behaviour.
- try to pre-empt situations by distracting the child, or give the child the opportunity or option of time out.
- maintain good relationships with children with emotional and behavioural difficulties by;
  - taking an active interest in them
  - using humour to diffuse tension
  - spotting problems/warning signs early and acting on them
  - liaising well with parents
  - always listening to their side of the story
  - never giving up on them
  - using positive discrimination and lots of praise

#### ❑ **Curriculum considerations**

- ensure that work for children with emotional and behavioural difficulties is fully differentiated
- ensure that children are clear as to what is expected of them and know what they have to do, both now and next.
- is the curriculum content and organisation appropriate to the needs of all the children?

**It is not the child, but what they do which is unacceptable.**

#### **Links with other policies**

**This policy links with other school policies such as:**

- Special Educational Needs Policy
- Anti-Bullying Policy
- Care and Control Policy
- Equal Opportunities Policy
- Online safety Policy

#### **Monitoring Arrangements**

This policy will be reviewed by the Headteacher or Acting Headteacher, in consultation with all staff at the beginning of each school year.

#### **In conclusion ...**

Children need to feel secure and need to work in an ordered environment. They feel safe with a structured day and regular routine. They dislike disorder and are disturbed by indiscipline amongst their peers. They have an inborn sense of fair play and most know the difference between right and wrong. This document should help us to achieve our aims and realise our mission, so that everyone in school knows and understands exactly what is expected of them.

*Reviewed November 2023*

***To be read in conjunction with the Care and Control Policy October 2019***