



***Being Positive    Being Respectful    Being Responsible***

## **Behaviour for Learning Policy**

Policy agreed February 2017

To be reviewed January 2018

Written in accordance with Section 89 of the Education and Inspections Act 2006

### **1. Purpose**

At Barnes Farm we believe that responsible behaviour underpins and facilitates good progress and high standards of achievement. We believe that all staff, governors and parents are responsible for influencing the behaviour of our pupils. For this policy to be most effective it needs to be applied fairly and, if possible, consistently throughout the school and supported by parents and governors.

### **2. Aims**

This policy sets out measures which aim to:

- Promote good behaviour, self discipline and respect
- Prevent bullying
- Ensure that all pupils access opportunities for learning
- Regulate the conduct of pupils

### **3. Inclusion and safeguarding**

We are committed to building futures in a welcoming and supportive environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for learning. At Barnes Farm Juniors, all pupils are valued, inspired and respected within our happy, welcoming community. We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalized learning. All children have unique experiences to share. We celebrate this diversity by valuing the contribution of all pupils and provide an environment that encourages independence and autonomy in their learning. Our school is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

### **4. Rights, Rules and Responsibilities**

4.1 Everyone at Barnes Farm Junior has the following rights:

- **To be safe**
- **To teach or learn**
- **To be heard**

4.2 These rights form the basis of our school rules which are:

- **Be Positive** – E.g. Demonstrating our 'Secrets of Success'
- **Be Respectful** – E.g. Listen respectfully, treat others as we wish to be treated
- **Be Responsible** – E.g. Look after ourselves and others, take charge of our learning

4.3 Specific rules for different areas of the school are devised and reviewed by the main stakeholders. There will be agreed rules for classrooms, the playground and general areas.

4.4 All members of the school community have the responsibility to foster and promote these values:

**Children:** modelling the school values and helping others to do so  
**Staff:** modelling the school values themselves and managing behaviour in a way that balances fairness and consistency  
**Parents:** upholding the policy and Home-School agreement  
**Governors:** monitoring, supporting and challenging the policy and its impact

4.5 We aim to help children develop a growth mindset by actively encouraging learning habits that will help them to become successful learners, successful friends and successful in their adult life. These are termed our 'Secrets of Success' and they are promoted in a variety of ways throughout the school, including through our House system.

The Secrets of Success are as follows:

- **Don't give up**
- **Try new things**
- **Work hard**
- **Understand others**
- **Concentrate**
- **Improve**
- **Imagine**
- **Push yourself**



Staff look for ways in which to develop, recognise, encourage and reward the demonstration of these learning habits as a key factor in the success of a pupil's experience at the Junior School.

## 5. How do we encourage appropriate behaviour for learning?

*We believe that an emphasis on positive strategies is the best way to achieve our aims.*

Principles	Beliefs	Practices
Education should focus on both educational and social development	<ul style="list-style-type: none"> <li>❖ Almost all behaviour is learned</li> <li>❖ Positive and independent behaviour patterns will develop when misbehaviour is addressed consistently and handled fairly</li> </ul>	<p>Adults:</p> <ul style="list-style-type: none"> <li>❖ Model constructive relationship practices (especially when things are not going well)</li> <li>❖ Analyse what we see before deciding what to do</li> <li>❖ Deal with disputes constructively and always direct the child towards redeeming themselves</li> </ul>
All humans have value and make mistakes	<ul style="list-style-type: none"> <li>❖ Focusing on the deed and not the person keeps the relationship and trust intact whilst identifying behaviours that need to change</li> <li>❖ Behaviour is influenced by situations or context</li> </ul>	<p>Adults:</p> <ul style="list-style-type: none"> <li>❖ Talk about the behaviour, identify the context.</li> <li>❖ Identify how behaviour has impacted on the rights of others</li> <li>❖ Support by identifying what alternate behaviour is appropriate</li> </ul>
Many situations in life are ambiguous	<ul style="list-style-type: none"> <li>❖ Intervention needs to focus on what the most likely behaviour was, or on the behaviours that were observed</li> <li>❖ Assumptions can distract from the problem</li> </ul>	<p>Adults:</p> <ul style="list-style-type: none"> <li>❖ Calmly listen to the full situation</li> <li>❖ Accept that there can be different perspectives</li> <li>❖ When there is clear ambiguity, accept it and focus on how people are affected</li> </ul>

Every instance of wrong doing and conflict is an opportunity for learning	<ul style="list-style-type: none"> <li>❖ By changing consequences to ones that relate to the problem (rather than punitive consequences), changes in behaviour often occur</li> <li>❖ Building empathy reduces negativity</li> <li>❖ Every teacher is responsible for all children; every adult has a responsibility to support the learning and wellbeing of all children</li> </ul>	<p>Adults:</p> <ul style="list-style-type: none"> <li>❖ Help children to learn from situations</li> <li>❖ Guide the child and identify meaningful consequences that are related to the behaviour that needs to be improved</li> <li>❖ Should ensure positive consequences and verbal praise outnumber negative ones</li> </ul>
Discipline must be systematic not situational	<ul style="list-style-type: none"> <li>❖ Consistency across people and environments is critical</li> <li>❖ Partnership with parents develops a common purpose</li> </ul>	<p>Adults:</p> <ul style="list-style-type: none"> <li>❖ Are committed to a consistent approach</li> <li>❖ Talk things through and discuss unsuccessful attempts and next steps</li> <li>❖ Seek parental support where appropriate</li> </ul>

## 6. School Organisation

Our school ethos / philosophy is central to establishing and maintaining high standards of behaviour. In order to promote positive behaviour we will:

- Have clearly understood and displayed school, class and lunchtime rules
- Communicate clear, consistent expectations throughout the school
- Recognise and reward positive behaviour
- Create a caring, calm environment
- Promote the children's involvement and commitment to all aspects of school life
- Involve the school council

## 7. Classroom Organisation

This is the responsibility of the class teacher to implement according to the whole school policy. The Code of Conduct needs to be discussed regularly and how this applies in the classroom, for example, be respectful by putting up hands rather than shouting out. In this way, every child in the school knows the standard of behaviour that is expected at Barnes Farm. These classroom expectations will be reviewed every September.

It is important that the children know the boundaries for acceptable behaviour, and that we have common expectations of the children across the school and that we are consistent in our responses. We will ensure that:

- We show respect for the children
- We give praise and rewards for positive behaviour
- We value every child
- We are fair and consistent
- We have high expectations of both work and behaviour
- We set clear, common guidelines and rules within the classroom and these are understood by all appropriate adults, including supply teachers
- Where there are examples of inappropriate behaviour which need to be addressed we express clearly that it is the behaviour and not the child of which we disapprove e.g. we never tell a child that he/she is 'naughty', 'badly behaved' etc.

- We allow the children to explain their negative actions and make reparations as soon as possible
- We will always be aware that a child needs time to calm down, in a safe place, after an incident, before any meaningful discussion can take place. This may take up to 30 minutes
- We will establish a mutually respectful relationship with parents and carers and we will refer to this policy when appropriate

## **8. Moving around the school**

All staff will be responsible for ensuring that the supervision of children when moving around school has consistency in a safe, orderly and responsible way. We will expect that:

- Children should move around school in an orderly manner so as not to disturb others who are working
- Ensure that children are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason – their behaviour should be checked regularly
- When the whole class is moving, the class teacher should ensure the classroom is empty before proceeding, again no child should be unsupervised
- Children should be supervised carefully when moving through/by any shared areas and ensure that they do not disturb others who are working
- Children should use appropriate entrances/exits and not return to the classroom unattended
- Children should observe the 'walking zones' when moving around the outside of the school

## **9. Rewards**

Our behaviour policy is based on the positive reinforcement of good behaviour. All staff should praise children and give them encouragement when possible.

### **Rewards may include:**

- House Points for all those children who 'get to gold' on the classroom chart
- A raffle ticket for entry into a half term draw for 'getting to gold'
- House points for general good behaviour noticed by all staff
- A 'thank you' mention in a book maintained by the Mid-day staff team
- Individual charts and incentives such as catch me boards, stickers
- A 'Golden Letter' from the Headteacher following achievement over time in all areas of the secrets of success.

### **Informal Rewards may include:**

- Praise: focusing on children who are showing appropriate behaviour
- Verbal report: Telling Parents & Carers about good behaviour; reports to Head Teacher and Senior Leadership Team about good behaviour.
- Class incentives- each class can design their own specific class rewards as appropriate for the class's needs at a specific time in their development.

Good work is rewarded through the individual class system. Children collect these rewards to earn towards achieving certificates which are presented in the assembly. These certificates have the following order:

- Bronze, Silver, Gold, Platinum.
- Children exceeding Platinum receive a special 'Merit' badge from the Headteacher

Our full range of strategies for rewarding positive behaviour are detailed in the attached document (Appendix 1). These are due to be reviewed in the Summer term 2017.

## **10. Behaviour that does not meet our expectations**

From time to time a child may behave in a way that does not meet the school's expectations. It is important that children of all ages realise that there is a consequence to their actions but they are also encouraged to think about how they can change that behaviour.

### **We will always look at factors that may affect behaviour including:**

- Is there good classroom organization and are there appropriate structures?
- Is there a quick response to acceptable behaviour?
- Are there clearly defined guidelines and boundaries?
- Are there high expectations?
- Ensuring that bad behaviour is not arising from an inappropriate level of work.

The school will also look at attitudes to school and learning from home as well as take in to account changes in home circumstances. It is important that parents inform the school of anything that might affect a child's behaviour.

### **Consequences**

Promoting positive behaviour is at the heart of our school, yet there may be some cases when it is appropriate to enforce sanctions. Staff must consider consistency and fairness as their main drivers when considering sanctions. This means that all children are treated **fairly** but not necessarily **equally**. We use all our knowledge of the children's previous experience to inform our decisions. Any punishments must be reasonable and either happen at school or under the direction of a paid member of staff. As with all matters relating to rewards all sanctions should be appropriate to each individual situation, whilst attempting to keep a consistent approach.

The consequences of poor behaviour should be clear to pupils at all times. Random punishments are unacceptable and will not be used. Inappropriate behaviour is logged in the Behaviour for Learning folder (housed in the staff room) and monitored. The school approach will typically be one of the following

- A quiet verbal or non-verbal signal is used as warning from teacher or member of staff.
- Time out
- 5 minutes play lost
- Phone call to parents
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Discussion with parents after school
- Loss of privileges
- Working in another group/on own (for short period of time)
- Doing a job for an adult under supervision e.g. tidying up (whilst calming down), linked to inappropriate behaviour
- Writing a letter of apology/saying sorry when something wrong has been done.
- In school exclusion
- Exclusion

There is a typical escalation chart attached to this policy (Appendix 2)

It is up to the class teacher to contact parents about any behaviour issues initially unless they are very serious.

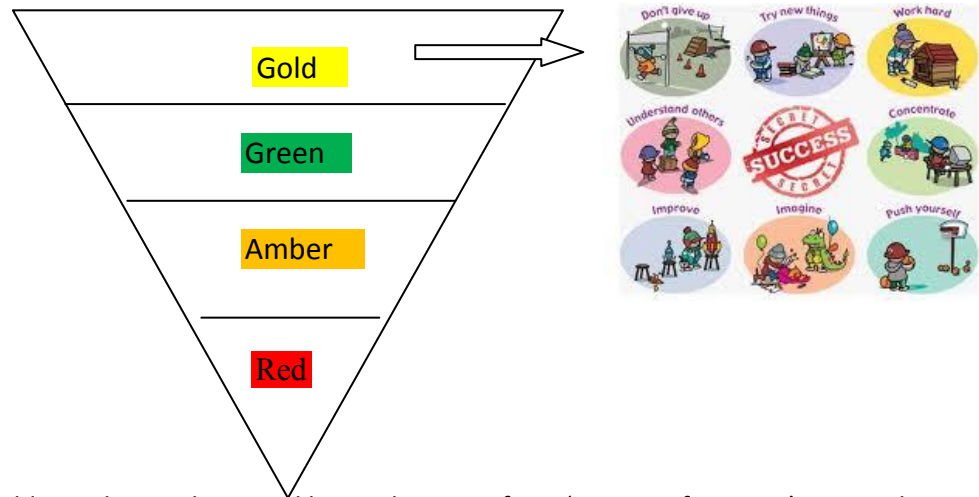
The Head Teacher or Deputy Headteacher will get involved as appropriate and especially if the behaviour is ongoing and showing no signs of improving.

For consistent poor behaviour a child may be put on report. This will involve the school and parents having close contact to monitor the child's behaviour. This is to help to improve the child's behaviour.

At all times the school will work with parents to resolve the matter. It is very important that both parties work closely together to ensure that the child is successful.

### **Strategies for dealing with behaviour**

The school uses a simple, visual triangle for monitoring behaviour. This is highly visible in each classroom and in the hall and is used consistently throughout the school.



**Gold** – This is for children who go above and beyond in one of our 'Secrets of Success' traits. This will be noted by the teacher and will be linked to one of the 8 areas. A raffle ticket is earned for the half termly draw.

**Green** – This represents our standard level of expectations for each child. Children begin every day in Green regardless of the day before.

**Amber** - If a child's falls below our expectations of them, then their name may be moved into Amber. This gives the child a visual warning that they need to make better choices of behaviour. It will be accompanied by a reminder of the behaviour we are looking for. There may be an additional consequence to being moved into amber such as moving places in the classroom, kept behind at the end of a lesson. Children can move in and out of amber throughout the day.

**Red** - If the child's name is placed in the red zone, it means that the child will receive a 'red card' and the parent will be informed that this has happened.

### **11. Red Cards**

If a child moves to 'red' on the behaviour chart then there need to be the following consequences actioned by the classteacher:

- Loss of playtime for the child to reflect on their behaviour choices. This may be break time as well as lunchtime and is at the discretion of the classteacher.
- The child's reflection as well as the 'Letting Parents Know' sheet (Appendix 3) is sent home as soon as possible in an envelope
- The parent is communicated by the school to alert them to a red card incident
- The Behaviour for Learning folder is updated with the incident as well as any parental feedback from Appendix 3
- If 3 red cards have been reached then a meeting is arranged with the parents to be attended by a member of the Senior Leadership team

### **12. Pupils with Special Educational Needs and Disabilities (SEND)**

In certain cases a child may present challenging behaviour. For a variety of reasons they may find it difficult to follow our school rules. Children who offer consistently challenging behaviour may,

with their parent/carers consent be placed on the Special Needs register. The SENCo in liaison with the class teacher will complete a Consistent Management plan (CMP). This is reviewed as detailed in the plan or when appropriate.

Of course, as a school we also recognise that some children with Special and Additional Needs may exhibit some of the unacceptable behaviour as part of their normal behaviour. Each child will be treated as an individual and a common-sense approach adopted.

Children with consistently challenging behaviour or who have Special and Additional Needs that exhibit challenging behaviour will have in place a CMP. This will include specific stepped behaviour targets and strategies with clear and appropriate vocabulary, rewards and sanctions. These will be shared with staff at the school, parents and professionals. They will include preventative strategies and reactive strategies for people who work with them, and ensure a consistent approach. It also lists situations and approaches to avoid which can be invaluable.

These will have been agreed with the class teacher, SENCo, parents/carers, the Senior Leadership Team and, if appropriate, outside agencies. ABC forms will be filled in for any red behaviour and used as an evidence trail. (Appendix 4)

In some cases, the Head teacher will use discretion in dealing with a child, particularly in the cases of SEN (children with severe emotional and behavioural needs), using their knowledge of the child's particular background and circumstances.

### **13. Equal Opportunities:**

We believe it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment.

We recognise that adults may have preconceived expectations of children's behaviour and we are committed to challenging discrimination and stereotypes. We will ensure that our Behaviour Policy is communicated to, and can be accessed by, the whole school community. We encourage everyone in our school community to understand and follow the Behaviour Policy. We recognise that children's behaviour can be variable and can be affected by different situations and their emotional needs. At Barnes Farm Junior School we feel it is important that the whole school has a consistent approach to promoting positive behaviour with clear expectations.

See also Equal Opportunities policy

### **14. Bullying**

School recognises and affirms the right of every child to learn in a safe and secure environment, and therefore are proactive when an incident of bullying is reported. Refer to the Anti-Bullying policy for procedures followed.

### **15. How will we know it's working?**

As detailed in our Teaching and Learning policy 2015, we have the following expectations and aspirations:

#### **What is expected?**

- Pupils focus well on their learning because teachers reinforce expectations for conduct
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress
- Teachers promote equality of opportunity and diversity in teaching and learning
- Most pupils commit to improving their work
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities

**We aspire to...**

- Ensure that teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school
- Ensure pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities
- Encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning
- Manage pupils' behaviour highly effectively with clear rules that are consistently enforced.

**16. Legal Background and parameters**

16.1 Teachers have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

16.2 The Headteacher, Team Leaders and the Senior Midday Assistant can impose a lunchtime detention. Parental consent is not required but reasonable time must be given for the pupil to eat, drink and use the toilet. No detentions will be issued after school unless authorised by the Headteacher and only in exceptional circumstances.

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

1. The general power to discipline (as described in the bullets under the heading 'Discipline in schools - teachers' powers' on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
2. Power to search without consent for prohibited items including:
  - knives and weapons
  - alcohol,
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks



- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

16.4 Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

16.5 Members of staff have the power to use reasonable force (ie the degree of force used should be no more than is needed to achieve the desired result) to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

16.6 Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

16.7 Staff (including unpaid staff specifically authorised by the Headteacher) may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so (this is a last resort and will usually be dealt with in other ways);
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Please note that certain restraint techniques pose an unacceptable risk. Please use the DfE publication 'Use of Reasonable Force' for the latest advice. Currently these include:

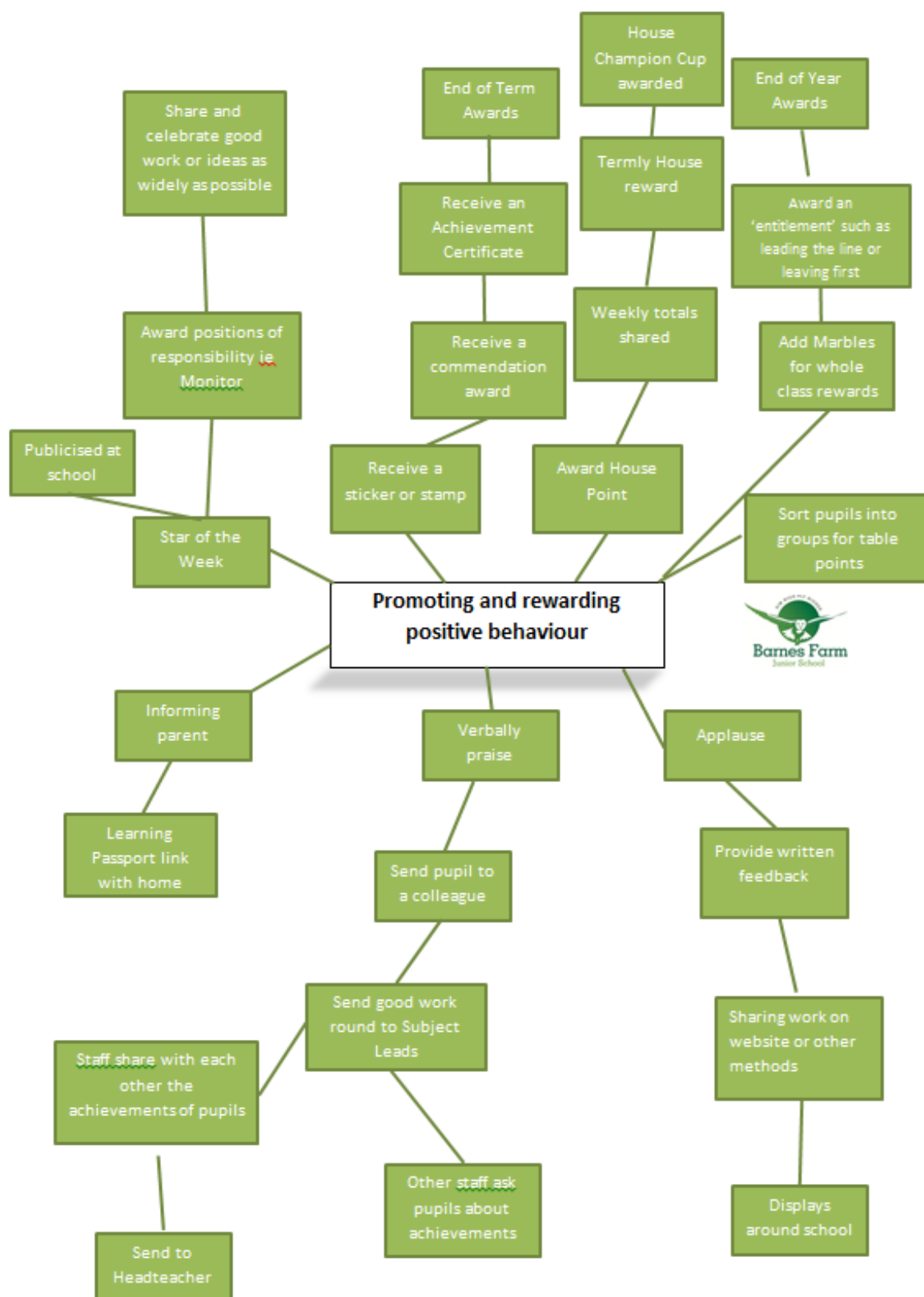
- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

16.8 Where the Headteacher considers there to have been a serious use of reasonable force, it will be reported to parents and Governors.

16.8.1 Force will never be used as a punishment.

16.9 We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of disabled pupils or those with special educational needs (SEND).

## Appendix 1



## Appendix 2



## Appendix 3

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### Behaviour for Learning Policy - 'Letting Parents and Carers know'

Child's Name:

Class:

Date:

Red cards this year:

*Your child received a red card today for the following reasons:*

*This resulted in:*

*Consequences:*

*We would welcome your support to:*

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*Parent Feedback Opportunity:*

*Signed:*

## Appendix 4

# ABC analysis record

Day	Date	Time	Location
Pupil(s) involved		Completed by	
<b>Antecedents</b> What happened before the behaviour?		<b>What changes need to occur?</b>	
<b>Behaviour</b> What did the pupil do?		<b>What behaviour would be preferable?</b>	
<b>Consequences</b> What response was made by staff/pupils?		<b>What changes need to occur?</b>	
<b>What happened as a result?</b> Positive or negative?			