



worcestershire
county council

Catshill First School and Nursery



Behaviour for Learning Policy

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Signature Chair of Committee

Date

Worcestershire County Council (WCC) Commissioned Services

Human Resources – Liberata

Admissions – Babcock Prime

Learning and Achievement – Babcock Prime

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Behaviour for Learning Policy

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1. Policy Statement

We aim to create a calm, caring environment where children can **learn** effectively. All children are encouraged to behave well by praise and example. Expectations are high and our behaviour for learning policy is clear and simple and applied consistently throughout the school. The policy is based on rights - the right to teach and learn, the right to be respected and the right to be safe.

2. Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school, where effective learning can take place.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and to make appropriate behaviour choices.
- To have a consistent approach in promoting positive behaviour throughout the school, with shared responsibility and communication with all.

Here at Catshill First School and Nursery responsibility for promoting positive behaviour is shared by all. We realise that instilling positive behaviour for learning is reliant upon clear lines of communication and responsibility between all members of the school community including all staff, pupils, parents and governors. The relationship between staff members and pupils plays a critical role in the development and maintenance of positive behaviour. Staff/pupil relationships should be based on respect and unconditional positive regard with **all** staff taking the lead in this.

3. Fostering Positive Behaviour for Learning within our School

All staff (including teachers, teaching assistants, lunchtime supervisors, administrative staff, supply teachers and students) responsibilities are:

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim
- To recognise that each is an individual with their own individual needs
- To offer a framework for social education, promoting good manners and appropriate behaviour in the community
- To take a shared responsibility for all children within the school.

Children's responsibilities are:

- To learn to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults
- To take a pride in themselves, their class and their school
- To move around school and work in a quiet, orderly manner
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

Parental responsibilities are:

- To be a good role model
- To make children aware of appropriate behaviour in all situations, e.g. good manners, pride in their work and politeness
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good links with the school, building positive relationships with all staff so that all children can see that the key adults in their lives share a common aim
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations.

The Governors' responsibilities are:

- To make a positive contribution to the development and monitoring of school policy.

4. Whole School Behaviour for Learning Systems and Management

The Early Years Foundation Stage

In the Early Years Foundation Stage Unit there is a class reward for 10 smiley faces. Nursery and Reception children receive smiley faces for Good Learning Behaviours and work as a team to achieve 10 smiley faces. When the class have 10 smiley faces they have a class reward Eg: a play session on the field, parachute, short video clip linked to **learning** etc.

The children in EYFS have a chart with five sections:

Gold
Silver
Green
Orange
Red

All children start on green every day; good behaviour is reinforced through the affirmation that it is good to be green. Positive praise is used and children are acknowledged for making good choices and the right choice. Children who make good choices e.g. have kind hands, use kind words, make good choices can move up the chart into silver and on into gold. Children who move into gold are given a certificate to go home and this is recorded in the class behaviour log.

Children who do not make good choices are given a warning and then moved to orange. This is a time when the child can show good behaviour choices and 'put it right'. If poor choices persist, the child is moved to red. They are then given time out, this can be through sitting in a designated space 'thinking spot' or 'time out chair' or in another classroom, in another year group or with a member of SLT. Any 'red behaviour' is recorded in the class behaviour log along with the consequences and any actions taken. Parents are informed.

For certain behaviours e.g. hurting another child, adult or property, a child can go straight to red and SLT informed.

'It's Good to be Green' Year 1– Year 4

At the beginning of the school year, classes in Key Stage One and Two create their own class Learning Behaviour Charter. This is displayed prominently and referred to regularly.

All staff have high expectations of behaviour and expect our children to:

- **Enter and leave the Learning Zones as expected**
- **Follow the class Learning Behaviour Charter**
- **Treat others with respect**
- **Feel proud of themselves, their class and their school**
- **Take responsibility for their own actions**

Every class has a card wallet holder with a 'It's Good to be Green Card' for every child

1) **Green Card**

Every child will start the day on green and the majority of children will have a green card displayed by their name throughout the day. This is because they have been following our high expectations of behaviour consistently.



2) **Yellow Card**

Occasionally children will need a reminder of behaviour expectations in school. If a child needs reminding 3 times of our expectations they will be told to change their card to yellow and to move places in the classroom. If a child demonstrates that they can put their behaviour right they can go back to a green card and return to their place/previous activity.



3) **Red Card**

If a child continues not to follow the code, they will be requested to change their card to red and to leave the classroom to complete a task/work with a member of SLT. There will be rare occasions where a child's behaviour will take them straight to red e.g. physical fighting and verbal abuse. Once a child receives a red card it is recorded and parents will be informed verbally at the end of a day.



At the end of every week, children who have received red cards discuss their behaviour with a member of SLT. If a child keeps receiving red cards a behaviour record is implemented. The behaviour record enables staff, parents and pupils to record behaviour on a lesson by lesson basis. If behaviour does not improve, their parents will be invited to a meeting to discuss the child's behaviour. This is where a PSP (Personal Support Plan) will be actioned.

An electronic version of the 'Good to Be Green' chart can be used. This follows the same principles with children receiving stars when they demonstrate good choices/appropriate behaviour. Inappropriate behaviour is indicated with a cross. Children have the opportunity to 'put it right' and crosses are removed.

Privilege Cards

Every teacher has, with their class, decided on a set of privileges for those children who demonstrate exceptional behaviour. (See rewards: Privileges can range from 15 minutes on the laptop to 20 minutes doing a messy activity, to being leader or star of the day etc).

Rewards

Rewards are varied and could include:

- Praise from any adult
- House Points
- Postcard/letter home
- Stars & stickers
- Star of the Week Awards
- Special Activity
- Leader/Star of the Day
- Special Job
- Parents contacted
- Extra privileges, eg extra playtime, whole class activity, choosing activity, being class helper or lead, star of the day, a special mention to parents

What do we do if a child misbehaves?

Where possible we encourage children to resolve disagreements themselves and to take responsibility for their actions, to try to make amends for any harm they have caused. We do this calmly and use positive language that encourages the children to make the right choice.

Sanctions

- Children will be given a gentle reminder of appropriate behaviour
- Use assertive request, Eg; I should like you to ... thank you. Do not use 'Please'.
- 3 reminders - Time out within the class as appropriate to the child/location. The child will have time to think about their behaviour and put it right. They will be asked to make the right choice.
- If the child continues to misbehave or disrupt learning the child will be given a red card and time out with a member of SLT. The teacher will inform the child's parent/carers at the end of the day or for more serious misbehaviour the class teacher or a member of SLT will phone parents.
- Continued misbehaviour/disruption of learning results in internal exclusion leading to a 'Face to Face' meeting with parent (PSP plan actioned and regularly reviewed)
- Period of temporary exclusion (Fixed term Exclusion)
- Permanent exclusion

If there is a child whose behaviour is particularly difficult, the class teacher will enlist the help of colleagues and let parents know sooner rather than later. Keeping a diary/logging incidents for pupils with persistent behaviour problems is vital if a referral to other agencies is necessary.

Recording Behaviours

Red Card Incidents should be logged in the class behaviour log book, if the incident occurs during lunch time the dinner supervisor will complete the class behaviour log. Professional judgement should be used to decide if an ABC (Antecedent, Behaviour, Consequence) form should be completed. **The class behaviour log sheets will be collected regularly. It is important to inform SLT of any child for whom you are concerned and to ensure they are aware of 'red behaviour' incidents.** A member of SLT will monitor red behaviour weekly.

Playtime and Lunchtime

Children are expected to show good behaviour at all times. Any incidents of poor behaviour occurring at playtime will be dealt with by the staff on duty and the class teacher informed at the start of the next lesson.

Lunchtime supervisors will provide an organisational structure that will encourage pupils at CFSN to interact socially, play well together, stay active and pursue any interests. A lunchtime council have devised a set of lunchtime rules which are displayed around the school. Lunchtime supervisors can reward children who adhere to the rules with raffle tickets which are put into a draw for a prize during Friday's Celebration Assembly.

Assemblies

Positive behaviour and other achievements will be celebrated during regular Celebration Assemblies. The school's Values programme supports the expectations of good behaviour. Assemblies are planned to support PSHE and behaviour.

Severe Behaviour Incidents

Incidents of repeated poor behaviour and severe behaviour are taken very seriously and are dealt with by senior school staff. Measures such as an individual behaviour record, PSP, internal exclusion, and fixed term or permanent exclusion will be considered in the event of severe behaviour e.g.

- Actual physical violence towards a member of the school community.
- Verbal abuse towards any member of staff
- Deliberate damage to school or other people's property.
- Bullying

Internal Exclusion

The Executive Headteacher/Head of School may decide to internally exclude a pupil who is not displaying acceptable learning behaviour. The child involved will miss social time rather than learning time and may, in addition, be expected to complete their work under supervision of a member of SLT.

Fixed Term / Permanent Exclusions

The Executive Headteacher/Head of School decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from school.

In cases of bullying we will follow the procedures as laid down in our Anti Bullying Policy.

The school will record racist behaviour and the Governors and LA will be informed as part of our Racial Equality Policy

5. Responsibility for Dealing with Pupil Behaviour

- During lesson time the adults in the class are responsible for pupils' behaviour.
- There is corporate responsibility for corridors, assemblies etc.
- At break times the persons on duty are responsible for the children in their care.
- At lunchtimes, supervisors are responsible for the overall care of the children. Issues are to be resolved by lunchtime staff on duty in order to ensure playground behaviour does not impact on teaching and learning. Class teachers should be informed at the end of lunchtime of any poor behaviour incidents or issues.
- Children should not be sent to the SLT or anyone else without prior agreement or unless stated in this policy.

Monitor and Review of Behaviour for Learning Policy

The policy will be regularly monitored and reviewed as part of the ongoing audit of practice and development within the school.

Date: February 2017

Signed: _____

This policy has been reviewed in consultation with Governors, all teaching and support staff parents and pupils.