

Positive Behaviour for Learning

Policy document

September 2018

Rackenford Primary School

RACKENFORD PRIMARY SCHOOL

POLICY ON POSITIVE BEHAVIOUR FOR LEARNING

Aims

1. To improve the behaviour for learning of pupils at school we will:

- Apply whole school behaviour for learning policy consistently
- Establish and maintain a high profile for behaviour for learning
- Relate behaviour issues directly to the school's values and ethos
- Monitor progress in behaviour measurable outcomes

2. To make behaviour for learning a priority for all those associated with the school including pupils, parents, teachers and governors we will:

- Head of School will actively lead improvement work and monitor progress
- Ask children sign up to and discuss the school's golden rules at the beginning of the academic year so children know what they mean and how they can be shown.
- Send a copy of the behaviour policy and / or behaviour letter home at the beginning of each academic year
- Use the school prospectus to promote our behaviour for learning procedures
- Keep the whole school community informed of behaviour issues in termly newsletter items
- Keep Governors up to date through regular feedback from the Head of School

3. To develop a framework which defines expected behaviour for learning and promotes consistency in applying rewards and sanctions we will:

- Have clear 'Golden Rules' that are displayed throughout the school, which are:
 - Be Kind
 - Be truthful
 - Be the best I can be

Supported by our stag code: are you in the right place, at the right time, doing the right thing?

Have clear core values that are displayed throughout the school, which are:

- Trust
- Truthfulness
- Perseverance
- Compassion
- Friendship
- Forgiveness
- Respect

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Have clear behaviour for learning descriptors aligned to a measurable outcome

4 – Greater depth

3 – On Track

2 – Off Track

1 – Unacceptable

Behaviour for learning (B4L) What does this look like? Describe what could be happening. Talk about what people might be doing. How does it link to building learning power?		
Greater Depth	I always listen and respond well in my lessons, thinking about other people's needs and feelings. I can learn co-operatively and I am able to take turns and help to create a positive learning environment. I am always ready to learn, can persevere, am resilient, enjoy challenges and consistently produce work of a very high standard. I can independently seek out resources to help me. I always play co-operatively and happily during playtime and / or lunchtime. I can put things right, resolving conflicts.	4
On Track	I make lots of contributions to my lessons. I can listen to other people and respond appropriately. I am ready to learn. I am responsible for my own learning, and work hard in my lessons showing perseverance and resilience. I can play co-operatively and take turns. I can work well with other children. With support I can use resources to help me. I can play co-operatively at playtime and / or lunchtime. With support I can resolve conflicts.	3
Off Track	I sometimes make contributions in my lessons. I find it difficult to work by myself and do not have much resilience. I do not do enough learning throughout the lesson. I may have received warnings regarding my learning behaviours. My behaviours can affect other children trying to learn. I don't use the resources, which are there to help me. I sometimes find it difficult to play co-operatively with other children during playtimes and / or lunch times and need adult support. I find it difficult to put things right.	2
Unacceptable	I am not ready to learn. I am not contributing to my lessons. I am not listening to other people or instructions. When I play with children I am not co-operating, sharing or thinking about their needs or feelings. I have received lots of warnings about my behaviour. My behaviour has affected other children trying to learn. My actions may result in a sanction. I misuse and disrespect resources. I need support to put things right. I show persistent negative behaviours during playtime and /or lunchtime.	1

Working together to improve behaviour for learning.

Working together to create positive playtime

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Our expectations of Behaviour for learning: Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers and other staff congratulate children.
- Children may receive stickers, stamps, verbal praise
- All children work towards earning 20 minutes of 'golden time'. Each class will have their own system in which the children are actively involved in managing their behaviour for learning, rewards and sanctions.
- We have high expectations of 'Behaviour for Learning' while in class and in and around the school. These expected 'behaviours for learning' can be assessed and measured on a scale of 1 to 4 (unacceptable, off track, on track, greater depth)
- We expect most children's behaviour for learning to be either greater depth or on track and this will be recognised and praised.
- When a child's behaviour for learning is off track or unacceptable this will be challenged and children will receive sanctions, which may include being on report to the Head of School and involve support from parents, carers or guardians.
- Each week we nominate a child from each year group to be rewarded for good learning, developing their learning power and good attitudes during the week, via our class 'Learning Leaves'.
- Each child will be given house points for consistent good work or their behaviour for learning, or they will be awarded to acknowledge outstanding effort or acts of kindness in school. This total will then contribute to the end of the week awards – Team house point champions, Class house point champions and individual champion.
- Each week, children will also be nominated for our 'Writer of the Week' award. This award is presented in our Friday whole school celebration assembly. The piece of writing chosen will then be displayed.
- Efforts in reading will also be rewarded with the reading raffle in celebration assembly and also bronze, silver and gold awards through completion of the reading bingo.
- All classes have an opportunity to lead a 'sharing assembly' where they are able to show examples of their best work.
- Outside achievements are acknowledged in a whole school assembly on a Friday.

The school employs a number of sanctions to enforce the school rules, the stag code, our 'behaviour for learning' expectations, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, dependent upon the age of the pupil and the severity of their actions. We use our behaviour 4 learning descriptors as a guide during learning time and playtime to ensure parity.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

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 children to contribute to the learning in the lesson, always trying to be the best they can be.

We expect children to enable a positive learning climate in the classroom.

We use our 'Golden Time Chart' system as a visual reminder of the children's behaviour. Children who are demonstrating on track or greater depth behaviour for learning' and through positive playtimes and outcomes can earn minutes of golden time.

Children are given three warnings about improving a specific behaviour before a sanction is put into place.

Children whose learning behaviour results in distracting others or by disrupting the learning climate will receive warnings and sanctions.

First verbal warning – this is given to act as a reminder and linked to the 'Golden Rules', 'behaviour for learning expectations', and our 'Stag Code'.

Second warning – which might involve moving seat, changing a behaviour, making a right choice, etc.

Third warning – child will receive a sanction. This will be to miss their next playtime. They will spend this time with STOC (they will have time for comfort break, exercise, fresh air, snack, lunch drink, etc).

If children miss 3 playtimes in a week they will be put on school report for a week and miss their golden time for that week, regardless of how many minutes they have already earned. Their behaviour for learning is monitored and reported on the report card. This is then taken home each evening for parents/guardians to see and sign.

If a child's behaviour is of concern to staff or there is a pattern of such behaviours over time, staff will contact for a meeting, the child will be put on school report for a given amount of time and a behaviour care plan will be put in place.

During this time both staff and family will engage in positive conversations to encourage an improvement in their behaviour for learning.

If the child's 'behaviour for learning' still continues to be off track or unacceptable they will receive an internal exclusion which can be followed by a fixed term exclusion. Parents will be informed. A letter will be sent to parents to engage their support.

All incidents are logged electronically using CPOMS.

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.

If a child intentionally threatens or hurts (physically or emotionally) another child, the class teacher records the incident on the child's chronology (CPOMS). The child is sanctioned with an immediate "miss break". Parents are contacted. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. A behaviour report card and plan will be introduced at this time to help the child and ensure close contact between home and school. In

some cases there may be a requirement for weekly meetings between the class teacher and parents. In very rare instances, a child may go straight to the Head of school, who will deal with the situation.

On rare occasions, a child may abscond from school – or runaway. In these instances, we will evaluate the situation and act appropriately and as necessary to ensure the child's safety. We will try to contact the parent to inform them of this and we may contact the police, informing them that a child has left the premises. We will pass on the child's name, date of birth, and contact details. Unless it is stated in another provision (EHCP, BCP, IEP, Risk assessment) this will be what is standard practice.

The class teacher discusses the school rules with each class weekly and they are displayed in each classroom and around the school. In addition they are visited throughout collective worship. 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.

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 bullying will be recorded in the bullying log and on CPOMS. Rackenford school will invoke its anti bullying and safeguarding policy.

Some children with specific behavioural needs may have behavioural systems that are personalised to meet their needs. These systems need to be recorded and agreed with Head of School and a discussion with child's parents needs to take place.

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in an immediate sanction and a referral to the Head of School who will assess the level of severity of the situation and further sanction if required, which could include an internal exclusions or fixed-term exclusion.

4. To provide support, advice and guidance to pupils and parents we will:

- As a whole staff act as positive role models for behaviour for learning
- Highlight behaviour in:
 - Assemblies
 - Newsletters
- Provide regular opportunities between teachers and children to think about how to care, respond and behave in a variety of situations through:
Weekly collective worship opportunities:
 - Mindful Mondays – mindfulness focus, Thoughtful Tuesdays – Building Learning Power focus, Worship Wednesday – in church focus, Thinking Thursdays – mental health focus, Fantastic Fridays – celebration focus.

- Lessons- in PSHE through the use of the SEAL programme, circle times - Staff being available to talk to pupils

- Offer 1-1 support and/or behaviour contracts for those children who regularly are at 1 or 2 for their B4L and who are deemed to be putting their learning seriously 'at risk'
- Involve parents from the earliest stage

Anti-bullying contract

- Seek to understand personal behaviour and emotional issues when communicating with parents

5. To provide consistent information for individual parents about behaviour that needs improvement we will:

- Identify patterns of negative behaviour that are affecting learning
- Encourage parents into school to discuss the support we can offer
- Inform parents on a daily/weekly/termly basis of progress depending on mutually agreed need through home/school diary or letter
- Share information about Behaviour Support involvement if negative behaviour persists
- Refer to the Behaviour Support service for strategy advice and support