

BEHAVIOUR FOR LEARNING POLICY Hevingham and Marsham Primary  
School Partnership – January 2017

At our schools we believe that positive behaviour management leads to a positive learning experience where everyone has the right to feel safe and secure. We also understand that like learning in any other area, different approaches are needed to suit different individuals and circumstances to support behaviour development.

**Aims:**

- To create an environment which encourages and reinforces positive and appropriate behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of responses to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

**Standards Of Behaviour**

The schools have a central role in the children's social, moral and emotional development just as it does in their academic development. Acceptable standards of behaviour are defined and are expected across all areas of school life.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting approaches. At school we must insist on our expected standards of behaviour being adhered to. They are founded on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

**School Ethos**

The adults working with the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote through example: honesty, consideration, respect and courtesy;
- provide a caring, engaging and effective learning environment;
- encourage relationships based on kindness, empathy, respect and understanding the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;
- give due regard to specific needs regarding any disabilities that may have impact on behaviour i.e. autism, ADHD
- respond and behave calmly, always trying to maintain a positive outlook

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the disengagement which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and should be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays and marking should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which enable children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

## **Rules and Procedures**

### **Golden Rules**

A set of whole school rules, drawn up annually with the School Council, to be adhered to by the entire school, both on and off the premises.

### **Silver Rules**

A set of rules drawn up within each classroom, specific to that learning environment and age group.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

- They should be kept to a necessary minimum.
- They should be positively stated, telling the children what to do rather than what not to do and displayed appropriately.
- Everyone involved should be actively encouraged to take part in their development.
- They should have a clear rationale, made explicit to all.

- They should be consistently applied and enforced.
- They should promote the idea that every member of the school community has responsibilities towards the whole.
- They should be appropriate to the stage and age of the majority of children in the class
- Children should be involved in termly review, creation and promotion of new rules as is appropriate to the natural change and development of a school.

## **Rewards**

We emphasise and reinforce positive behaviour by noticing and praising appropriate behaviour. We believe that rewards can have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups.

Children should be encouraged to be aware of their 'behavioural success' and to develop the idea of 'intrinsic motivation' – doing the right thing because it feels good without there always being a physical or external reward. Studies have shown intrinsic motivation has a long lasting effect on attitude and learning. Children that are 'always good' should be noticed, as should those who are working hard to improve their behaviour and attitude.

Recognition of the following are presented publicly during Celebratory Assembly every Friday.

- Stars of the week
- Green Cards

Recipients of these awards are mentioned in the newsletter

### Star of The Week

Each week, class teachers choose one or two examples of work across the curriculum, which demonstrate one of the desired Learning Strategies. Children receive a 'Star of the Week' certificate and share their success in Assembly.

### Green Point Reward System

Children receive Green Points (small green stickers) for behaviour 'over and above' the school expectations. Children collect their Green Points on a chart in their classroom. Once children have received 10 Green Points they receive a sticker to place on their Green Treat Record Sheet (see attached sheet) and they are given a Green Card during that Fridays assembly. Green Cards are sent home for children to share with their family.

In the Autumn Term children receive Bronze stickers, in the Spring Term children receive Silver stickers and in the Summer Term children receive Gold stickers. Children are attempting to fill their sheet each term (20 stickers). When an individual child completes their sheet, they receive a Head Teachers Award certificate and a reward. If every child in a class collects 20 Bronze stickers then that class receives a Green Treat lasting 1 hour. If every child in a class collects 20 Bronze stickers and 20 Silver stickers then that class receives a Green Treat lasting half a day.

If every child in a class collects 20 Bronze stickers, 20 Silver stickers and 20 Gold stickers, then that class receives a Green Treat lasting a whole day.

Green Treats will be decided with the children and can consist of a picnic, a trip out of school, a game of rounders', time to use the PE apparatus, art or craft activities etc.

## **Consequences**

Although rewards are central to the encouragement of good behaviour, realistically there have to be times when there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Using consequences enables adults to teach children that they are responsible for their own behaviour. Using consequences also gives a clear message to the school community that deliberate negative behaviour will not be tolerated. In an environment where respect is central, temporary and controlled loss of respect, or disapproval, are powerful tools.

The use of consequences should be characterised by certain features:

- It must be clear how the consequence is linked to the behaviour i.e. drawing on walls may have a consequence of washing and cleaning walls in the same of different parts of the building.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group 'punishment' should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- Children should understand that the consequence is linked to their behaviour and it is not about 'personalities'
- Parents/carers of all children concerned are informed when more serious consequences are applied as quickly as is practical.

Consequences range from expressions of disapproval, through withdrawal of privileges and access to full range of events planned by school, to referral to the Head teacher, letters to parents, 'in-school exclusion' and ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor adaptations. It is important that the consequence is not out of proportion to the offence. When staff are unsure about the most effective type of consequence they should seek advice from another colleague, deputy or the Head teacher. (Please see separate appendix for guidance of appropriate consequences).

## **Frequent Disruptive And Anti Social Behaviour**

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. In consultation with the pastoral support leader, head teacher, SENDCo, teachers and families; a PASTORAL SUPPORT PLAN (PSP) should be put in place. These plans recognise the difficulty the child is having adhering to the schools behaviour policy. The plan will set out clear achievable targets; how the school and home will support the individual to achieve behavioural success and when the plan should be reviewed. Additional specialist help and advice from the Educational Psychology

services or Norfolk Short Stay for Schools service may be necessary. This possibility should be discussed with the Head teacher and SENDCo. Children with PSP's will be included on the Special Educational Needs register as it is highly likely that the behaviour issues are having an impact on the individuals attainment and well being.

### Traffic Light System: EYFS - Y6

In class we use a traffic light system to indicate appropriateness of behaviour. A board is displayed prominently in each classroom and consists of four panels, Green, Yellow, Orange and Red. Children's names 'live' on Green as a demonstration that it is expected that all children will behave appropriately and remain on Green, a name would be moved to Yellow as a warning and the child told what it is that they are doing wrong. This warning should be sufficient to rectify the behaviour and at the end of the session if there has been no repetition the name will be moved back to Green. If a further warning is required then the name is moved to Orange, the child is reminded that they still have the opportunity to rectify their behaviour but that the next step would be Red. If at the end of the session, there has been no repetition of the behaviour, then the name can be moved back to Green.

If a child is moved on to Orange, they will be ask to see a senior member of staff at school, who will then discuss with them why they are on Orange. The adult and child will come to an agreed plan of how this behaviour can be prevented from happening again. The child will return to class to work their way back up to green, and the adult will record the incidents on the school's 'Orange Register'. This will help to build up a picture of repeated situations for certain children that may trigger a further meeting with parents and possibly some support from our Nurture Lead.

If there is obvious and intentional continuation of the inappropriate behaviour the child will be moved from Orange to Red. In this instance, a Red card will be issued for repetition of very specific behaviour that has been discussed with child whilst their name is on Orange. This is considered a serious sanction and should be recorded in the log in the staffroom. Red Cards should not be given without warning unless it is for a physically, violent act. A named Red Card will be issued to the child and discussed at a meeting at the end of the day with the class teacher and family. It should have a short objective description of what went wrong. Parents/Carers should sign and return the Red Card which will be logged in the child's school file. At no time should the dignity of children be compromised by public humiliation. Discussions with parents and carers should be discrete. If a Red Card is given the head teacher should be informed.

### In-School Exclusions

When the above normal consequences appear to be ineffective, the Head teacher/ Senior staff may consider 'In school exclusion' and this may be a planned strategy as part of a PSP. This would mean that the child is not allowed to carry out normal tasks alongside his or her peers, and is therefore 'excluded within school' for an age appropriate amount of time. This should only be used as part of a planned strategy to support behaviour improvement. Parents and carers should be informed that the school intend to implement this approach as a next step. It would be considered a very serious sanction and therefore should be recorded on the appropriate record sheet.

This consequence should only be carried out if authorised by the Head teacher or Deputy head.

The physical arrangements and organisation for the 'in-school exclusion' will need to be flexible depending on the situation and availability of Head teacher and space. This should be considered and recorded at the planning stage.

It is very important that the correct terminology is used consistently, so not to confuse this strategy with formal exclusions. It is important that children, staff and parents and carers understand the seriousness of this consequence and it should not be confused with less serious or less formal consequences.

### **Communication And Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents and carers since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. A dated behaviour log/ *record of meeting with parents* form should be kept for reference for Head teacher/external agencies/SENDCO. Discussions with parents/carers should be held in a private way, preferably with the child present. If appropriate, the children themselves should be asked to explain to their parent/carer what the concern may be. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

Likewise, it is important that positive behaviour is also reported, to parents/carers and the Head teacher/senior staff, as we recognise that emotional engagement has long lasting positive effects.

A positive partnership with parents/carers is crucial to building trust, developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of productive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

### **Home and School Agreements**

The school will communicate policy and expectations to parents and carers. The school invites all parents and children to sign a 'Home and School Agreement' which sets out clearly an informal contract for joint expectations. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further action will be discussed with the parents/carers.

This policy was adopted in March 2015.

The date of the next formal review will be as required.

This policy has been reviewed in line with our Equality Policy, Anti-bullying Policy, Restrictive Physical Interventions Policy (which complies with Use of Reasonable Force procedures – Ed. Bill 2011) and the Touch Policy

Please also refer to: Safeguarding Policy which includes: Allegations Against School Staff which complies with Ed. Bill 2011. And Screening and Searching Procedures (Ed. Bill 2011)

This policy has been compiled using advice set out in the documents: Behaviour and Discipline in Schools: Advice for head teachers and school staff (February 2014) and the Education and Inspections Act 2006 – section 89.

Policy approved by the Governing Body of Hevingham and Marsham Primary Schools.

signed ..... ***Chair, Staff***

dated .....