



Name of policy: BEHAVIOUR FOR LEARNING POLICY

Version	Date	Approved by governors	Description
1	June 2012	12.07.12	New policy
2	February 2014	15.05.14	Policy reviewed and amended
3	April 2016	16.05.16	Policy reviewed and amended
4	January 2018	15.01.18	Policy reviewed. Attendance percentages updated and procedure for Physical Intervention added.
5	Autumn 2018	29.10.18	Policy reviewed and no changes made
6	Summer 2019	03.06.19	Policy reviewed and changes made

This policy is due for review on: Summer 2020



Behaviour for Learning Policy



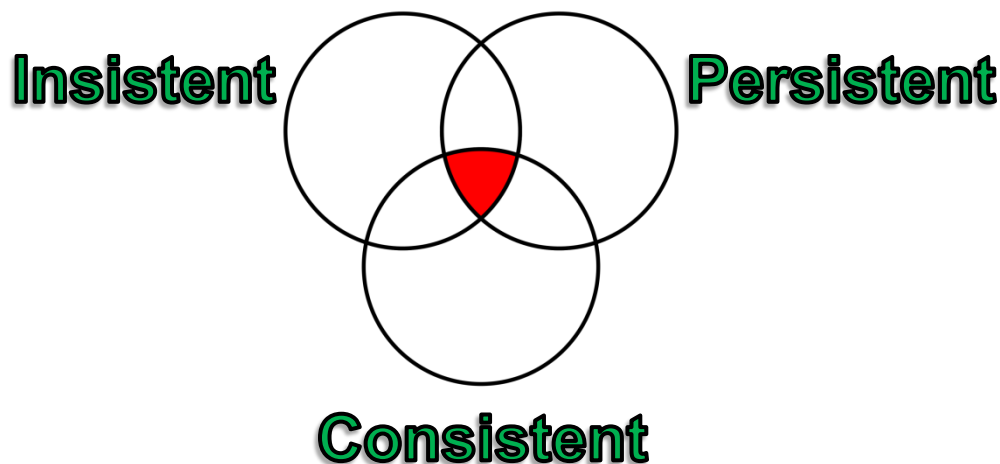
The Behaviour for Learning Policy is designed to actively promote our values and ensure that all pupils at Highwood Primary School have the opportunity to **learn, achieve** and **be successful**. The policy emphasises the need for pupils uphold these values and make sure that they promote the school's learning culture as individuals. Highwood Primary School believes that everyone has a responsibility to respect the wider community and promote a positive image of the school.

Aims and Ethos

At Highwood Primary School all staff and children are expected:

- To be involved in learning
- To aim for achievement at the highest possible level
- To experience and celebrate success
- To build positive relationships with other

The key to success is to have a whole school approach that is:



Highwood Primary School is an inclusive community where relationships are based on mutual respect. This means that the whole school community has a responsibility to ensure that;

- Learning is a priority
- Pupils show respect, courtesy and consideration towards all members of the school community
- Pupils are honest and co-operative with others
- Pupils follow the school rules and procedures

All members of the school community are expected to contribute to the wider community by:

- Promoting a positive image of the school
- Respecting members of the wider community and their property

Rights – Responsibilities – Rules - Routines

Rights:

Pupils have a right to be heard, a right to learn and a right to be safe.

Teachers/staff have a right to teach in a friendly, safe and satisfying school that is supported by the school community.

Parents/carers have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

At Highwood Primary School everybody has:

Responsibilities

The whole school community should demonstrate care and concern for themselves, other pupils, parents, carers, teachers, our belongings, our school and equipment. They should:

- Help and encourage others
- Try their best
- Be on time
- Be honest and fair
- Be polite
- Respect others
- Be understanding of others

At Highwood Primary School everybody has to follow:

Rules:

Our school rules are embodied within our school values. These are specifically taught through various aspects of the curriculum and also through assemblies and PSHE. See 'Unacceptable Behaviour' section for more detailed information about our behaviour management process.

Routines:

Encourage good behaviour for learning:

- Highwood Primary School has routines for encouraging good behaviour for learning and also sanctions for inappropriate behaviour. Encouraging good behaviour for learning is the responsibility of everyone in school.
- As with the sanctions for inappropriate behaviour, there is a hierarchy of rewards that can be used to encourage and reinforce appropriate behaviour for learning.

Promoting Positive Behaviour for Learning

The school believes in promoting positive behaviour for learning. To make sure this occurs, the school will:

1. Have high expectations of all children and be explicit with what we expect – the children will be taught how to meet these expectations.
2. Provide regular feedback, praising effort on positive contributions in class
3. Follow through with what we say with clearly defined consequences.
4. Allow each child to start afresh each day – this is the principle of Good To Be Green



5. Build positivity – adults will focus predominantly on the good behaviour, so the children develop into positive role models
6. Build positive relationships with all pupils, in particular those who find behaviour a challenge.
7. Empower the children to take ownership of their learning, so that children are motivated to learn and not use negative behaviour as an avoidance tactic.
8. Create an environment that expects success and celebrates it when it is achieved.
9. Be insistent, persistent and consistent.
10. Respond with strategies rather than emotions.

Rewards and Recognition

There is a range of ways that pupils are rewarded and recognised including:

- Star of the Week
- House points
- Stickers
- Praise – verbal and through marking
- Attendance awards
- Sports trophies
- Letters home from SLT
- Certificates and public recognition
- Good to be Green / Good to be Gold
- VIP awards
- Weekly Best Seats in House

Improving behaviour and attitudes to work

The school expects all children to respect each other, cooperate and collaborate well. In addition, it is recognised that pupil's attitudes towards their work are vitally important. Therefore, rewards are given for children who demonstrate the above qualities. It is expected that all pupils complete work that is assigned to them.

Preparing for school

Highwood Primary School has clear expectations of all pupils. To support their daily routine the expectations are that pupils will:

- Be punctual



- Wear a school uniform and take pride in their appearance.
- Bring the right kit, books and equipment to all lessons
- Bring a bag
- Bring a water bottle

Attendance

Attendance is monitored on a regular basis by the Deputy Headteacher and PSA, alongside the Educational Welfare Assistant. All children are encouraged to attend school 100% of the time. The teacher of the pupils is the first person to make contact with parents where attendance drops below 96%. Attendance that falls below 93% will result in a letter being sent home from the Deputy Headteacher and PSA. Attendance that falls below 90% will result in an invite to meet the Headteacher and Education Welfare Assistant to discuss how the school can provide support to improve attendance.

Holidays within term time are not permitted and will not be authorised unless there are exceptional circumstances. Further details regarding attendance procedures are held in the attendance policy.

Punctuality

Being on time for school is extremely important. If a pupil is late it affects their own learning and it also affects the learning of others. Punctuality is monitored on a regular basis by the Deputy Headteacher and PSA and the Educational Welfare Assistant.

Behaviour In and Around the School

Behaviour in the classroom

The school believes everyone has the right to learn and achieve. The school expects pupils to:

- Be punctual
- Listen without interrupting
- Follow instructions
- Do their best and let others do the same
- Encourage others to do well
- Be polite
- Request help by putting their hand up Uphold the school values
- Apply the school's Learning Behaviours

Disrupting lessons is taken very seriously. It is not acceptable under any circumstances. If a pupil continues to disrupt a lesson then this will result in sanctions in accordance with the school's accepted consequences. Co-operation and good behaviour is expected with visiting teachers and

cover supervisors. Persistent disruption can lead to pupils being included in a Pastoral Support Programme (PSP) and could lead to fixed term or permanent exclusion.

Behaviour around School

Everyone wants to work in a school which is clean, pleasant and safe. The school expects children to respect the environment by:

- Walking
- Using litter bins
- Respecting displays
- Holding doors open for adults
- Using quiet voices
- Playing in an appropriate manner

Behaviour towards others

At all times in school children are to treat other people with respect and consideration:

- Be friendly and showing good manners
- Treat other people the way they would want to be treated
- Respect other's feeling
- Respect other's property and the school environment

Bullying

Bullying is not accepted in any form at Highwood Primary School. There is no legal definition of bullying, however at Highwood, we define it as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups because of their perceived differences.

In order to help us focus on any concerns about bullying, it is important that the term 'bullying' is not confused with one off unpleasantness.

Bullying can take many forms:

Emotional – being unfriendly, excluding, tormenting

Physical – pushing, kicking, hitting, punching or any use of violence

Racist – taunts, graffiti, gestures

Sexual – unwanted physical contact or sexually abusive comments

Homophobic- focusing on the issue of sexuality

Verbal name-calling – sarcasm, spreading rumours, taunting

Cyber Bullying - the use of modern communication technologies to embarrass, humiliate, threaten or intimidate an individual in the attempt to gain power and control over them.

All forms of bullying are taken very seriously and dealt with as defined in the behaviour triangle. (see Appendix 1)

At Highwood, we believe that every child and adult should be able to work, learn and study in a bully-free environment. Everyone should feel confident when coming to school that they can spend the day in a friendly place where everyone works together to help one another. When bullying does occur (please see definition above) staff and pupils should feel confident to report the behaviour enabling the system to be put into place to prevent it from happening again.

Behaviour out of school

The school expects children to act appropriately when out of school. During school hours or when representing the school children are expected to behave as they do in school. Pupils are encouraged and taught how to behave when out of school, e.g. When walking home. However, the school cannot be held responsible for the way children behave once they have left the school site. If incidents do occur the Senior Management Team (SMT) may discuss the issue with the child and their family.

Unacceptable Behaviour

As a school we will not accept:

- Disruption in classrooms
- Violence towards others
- Dishonesty
- Bullying of any kind including name-calling, threats and intimidation
- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Abusive or foul language to anyone
- Damage to property, including graffiti

The school expects children/families to report any kind of behaviour which is hurtful or harmful to others including bullying, racism, sexism or which causes damage or threatens the health and safety of others. The school has a full anti-bullying and anti-racism policy.

In Foundation, every class follows the sunshine, cloud and rainbow behaviour system. From Year 1 to year 6, each class has a Good To Be Green chart and a Values logo displayed as a visual representation of our expectations of the children.

- The Good to be Green chart displays every child's name below a pocket containing a green, yellow and red card.
- Children are encouraged to stay green by referring to the School Values and how they can be upheld.
- In each class, the school values are displayed next to the 'Good to be Green' chart.
- Children have the chance to start afresh on a 'green card' every session and are expected to maintain that status throughout the day.
- If a child chooses not to adhere to the agreed values a verbal reminder will be given. If the behaviour continues, they are moved onto a yellow card.
- After reflecting and correcting their behaviour, the child is expected to apologise for their behaviour and once this cycle has been completed, they are moved back to green without further consequence. If a child ignores the warning opportunity, and continues to make bad choices through inappropriate behaviour, the yellow card is recorded and this will be added to their behaviour log. Behaviour logs will be discussed at each staff meeting and an overview of behaviour discussed with parents at the consultation evenings.
- If a child is involved in repeated 'yellow card' behaviours or a more serious incident, they will be placed on a 'red card'. Every red card will result in the child completing a reflection form and parents will be contacted by the class teacher.
- The gold card has been put into place to highlight and praise children who demonstrate exceptionally good behaviour or specific 'wow' moments. The gold card is not just for pupils who are always good to be green.

Some unacceptable behaviours may require physical intervention – please read our Physical Intervention Policy for further details. This policy would be utilised for behaviours that are categorised as:

- Causing injury to his/herself or others
- Committing an offence
- Damaging property
- Prejudicing the maintenance of good order & discipline

'Every child has a right to learn and every child has a responsibility to allow learning to happen'.

Behaviour is managed in stages

Behaviour Stage	Types of behaviour	School process for managing incidents
Stage 1 Verbal Warning Yellow card if necessary.	Low level disruptions – chatting at inappropriate times, procrastination, low level physical contact, unkind words.	Incidents dealt with by the class teacher
Stage 2 Red Card	Persistent Stage 1 behaviours and; Swearing, level high physical contact,	Incidents dealt with by the class teacher involving parents. Reflection form to be completed with the class teacher If a child moves up to stage 2, a letter will be written to parents informing them of this escalation. This will continue for subsequent stage changes, whether positive or negative.
Stage 3 More than 1 red card in a half term	Persistent Stage 2 behaviours and; Swearing at a child or adult, refusal to complete activities, refusal to follow instructions.	Incidents dealt with by phase leaders involving parents
Stage 4 More than 4 red cards in a half term	Persistent Stage 2 behaviours	Phase leader implements Report Card – DHT to monitor and review. Planned 20:20:20 lunch time structure if necessary.
Stage 5	Targets on Report Card not met	Member of SLT meets parents to discuss Individual Behaviour Plan. Any incidents of bullying automatically start at stage 5.
Stage 6 Individual behaviour plan is ineffective		Internal exclusions implemented. SLT to have PSP discussion with parents.
Stage 7 Behaviour persists despite internal exclusions.		External exclusion – External behaviour support requested from Foundry college.
Stage 8		Permanent exclusion

Fixed term exclusion unsuccessful and all strategies exhausted		Foundry College discussion about a potential for a Managed Move.
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Pastoral Support Programmes and Exclusions

In some circumstances the Headteacher and SMT may deem a situation so serious that a child may be placed on a Pastoral Support programme (PSP) or excluded. Each case is judged on an individual basis with all circumstances taken into account. The school seeks support and advice from external agencies such as the Educational Psychologist and Foundry College (Behaviour Support Team) as part of the PSP and ongoing support for children demonstrating persistent disruptive behaviour.

Behaviour Logs - CPOMS

Highwood uses an online logging system for all behaviour, Child Protection and pastoral care concerns. Each member of staff has a secure log in and is expected to update any incidents relating to behaviour and safety. Headteacher, Deputy Headteacher and CP Lead are notified via automatic email when any incident is logged. These are reviewed regularly in the school's Vulnerable Children Meetings and form the evidence used when deciding which Stage of Behaviour individual children will be allocated to.

Evaluation

Behaviour and attitude to learning is evaluated yearly in the SEF and is also part of every lesson observation.

This policy should be read in conjunction with:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- Safe recruitment and code of conduct for staff.
- Racist incidents
- Confidentiality
- Health & Safety
- Physical Intervention
- Safeguarding
- Allegations against members of staff
- Physical Intervention Policy

Appendix 1: triangle of action

Appendix 2: reflection form

Appendix 3: generic letter to inform parents

