

Drew Primary School  
Behaviour for Learning Policy



***‘Learning today for tomorrow's world’***

**Agreed at Governing Body Meeting on .....**

**Signed Headteacher: .....**

**Signed Chair of Governors: .....**

To be updated: November 2016

**Name of Policy: Behaviour for Learning      Date: 10<sup>th</sup> November 2015**

<b>Agreed at Policy Committee Meeting on:</b>	<b>23<sup>rd</sup> November 2015</b>
<b>Signed Head teacher:</b>	<b>23<sup>rd</sup> November 2015</b>
<b>Signed Chair of Governors</b>	<b>23<sup>rd</sup> November 2015</b>

**History of Policy**

<b>Date</b>	<b>Notes</b>
2012	Policy Updated and amended by Ivy Scott: Inclusion Manager
April 2012	Discussion and input by all staff
March 2014	Discussion and input by the Behaviour Working Group
March 2014	Discussed and input by the Inclusion Working Group
June 2014	Discussion and input from SLT
June 2014	Discussion and input from the school council and anti-bullying ambassadors
June 2014	<b>Policy Updated by Ivy Scott : Inclusion Manager</b>
10 <sup>TH</sup> July 2014	Policy reviewed by the Policy Committee.
July 2015	Policy discussed with Behaviour Working Group
July 2015	Policy discussed with deputy headteacher
3 <sup>rd</sup> September 2015	Policy disseminated to all staff
23 <sup>rd</sup> November 2015	Review by Policy Committee

## **Introduction**

At Drew Primary School we aim to promote the values of respect for others, consideration, responsibility, honesty, reliability and perseverance. We aim to develop well-behaved, well-motivated learners with a high self-esteem.

High expectations are the key to successful behaviour management and through our policy of promoting good behaviour we aim to highlight the positive and encourage pupils to develop a high degree of self control and independence. Pupils should be able to make effective and sensible choices and take responsibility for their actions.

The behaviour of children is the collective responsibility of all members of staff. We recognise the link between good behaviour and academic success and so aim to create a calm and purposeful learning environment in which all children will be able to achieve their best.

Incidents of misbehaviour can be minimised by ensuring that school routines and procedures are closely and consistently followed.

Our approach is based on assertive discipline techniques and encourages children to make appropriate choices about their behaviour, for which they will be rewarded, and to take responsibility for their actions and recognise that consequences for misbehaviour will be consistently applied.

### **Teachers are expected to:**

- Form positive relationships with pupils, modelling good social skills, treating everyone equally, using given names and responding to out of school interests and activities
- Be pro-active in their response to pupil behaviour. Positive recognition should be used to encourage good behaviour and use should be made of proximity praise, and a quiet word or gesture.
- Award Reward Certificates for good work, excellent effort, good behaviour, co-operation, in weekly phase assemblies.
- Discuss with their class whether they have earned a marble for the morning or afternoon session.
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- Be assertive when responding to pupils: clearly, calmly, confidently and consistently stating expectations.
- Consistently implement '**The Going for Gold System**'.
- When discussing behaviour with children teachers should use language that makes references to the core values.
- Leave the names of pupils who reach red on the chart. The learning mentor will note the names of pupils on red each day. These pupils will be joining her for Reflection Time the next day. Reflection in EYFS is immediate and carried out by the Early Years staff.

- Apply consequences each time a pupil misbehaves.
- Pupils need to be taught and reminded of the rules and consequences. The Behaviour Poster (Appendix A) should be displayed prominently in the classroom and referred to regularly

**Teaching Assistants are expected to:**

- Form positive relationships with pupils, modelling good social skills, treating everyone equally, using given names and responding to out of school interests and activities
- Be pro-active in their response to pupil behaviour. Positive recognition should be used to encourage good behaviour and use should be made of proximity praise, and a quiet word or gesture.
- Be assertive when responding to pupils: clearly, calmly, confidently and consistently stating expectations.
- Consistently implement the ‘The Going for Gold System’.
- When discussing behaviour with children use language that makes reference to children’s choices and the school’s core values.
- Support and make use of the behaviour reward systems.

**Children are expected to:**

Follow the School Rules set out on the Behaviour Poster.

Apologise for unacceptable behaviour either in person or writing.

**Managing Pupil Behaviour**

**1. Rewards**

Positive recognition: Pupils who consistently making good choices are recognised with rewards such as praise, stickers, student of the week certificate and a letter home to parents. .

A record of gold children receiving certificates is kept in the office.

Student of the Week: Each week, class teachers choose two children who have made an outstanding effort in some aspect of school life. Certificates are given out in assemblies. Reception children will join the Lower Key Stage assembly. This might include:

- Exceptional effort over the week
- A consistently positive attitude to school life kindness, helpfulness or honesty
- Academic performance
- Caring for the school environment

Class Marble Rewards: To encourage positive whole class behaviour a marble reward scheme operates in each class. A marble may be awarded for each morning and afternoon session. Marbles are awarded for positive whole class behaviour choices e.g. making a good effort, using classroom voices, following instructions, working co-operatively. Poor behaviour choices by an individual pupil should not prevent a marble being awarded to a class. However, poor behaviour by a group of pupils would prevent the award of a marble. Once awarded a marble cannot be rescinded..

Once the jar is half full with marbles a class will be awarded by having extra playtime, a games afternoon or by watching a DVD. Once the jar is full a class can be awarded with a full day's treat like a visit to the cinema, or ice-skating etc

Consideration must be given to keeping costs to a minimum and ensuring all children are able to access the reward. All staff can give a marble award for outstanding behaviour around the school

### Come Dine With Me

Children are chosen every day to attend 'Come Dine with Me' because of outstanding behaviour in the dining hall. They do not need to wear uniform the next day and eat with a member of SLT.

### The 'Going for Gold' System

**This system incorporates both rewards and consequences.**

**Pupils who choose to follow the rules progress up the 'colours' as follows:**

**Bronze-** Children move from green to bronze for consistently positive behaviour

**Silver-** Children move from bronze to silver if this exceptional behaviour continues in the same day

**Gold** - Children move from silver to gold in exceptional cases of fantastic and consistent learning behaviour throughout a day.

At the end of the day the class teacher looks to see where pupils are on the colour chart. If children have sustained their position on bronze or silver they are issued with a bronze or silver sticker. Stickers for 'Going for Gold' must be ordered from the stationery allocation. Sticker must be given out at the end of the day.

If they remain on gold they will be issued with a special gold sticker and will be sent to the head teacher to receive a Head teacher's gold certificate. They will get a letter home to parents at the end of the week and their names will be in the newsletter.

### Whole school incentives

To encourage children to take collective responsibility for their behaviour there will be an 'Outstanding Class of the week' trophy. Classes in both KS1 and KS2 will hold the trophy for a week. All classes will receive a trophy if they do not reach Red in a week. A trophy will be given if 100% of children do not reach red for 5 consecutive days in any week. In addition, at the end of the term one class will be chosen as the overall winner to receive a special trophy which they can keep. They can then choose a reward of their choice a DVD, extra playtime or a reward of their choice. The trophy encourages children to remind each other of the importance of making sensible/good choices for the benefit of the whole class-promoting a sense of

collective responsibility.

### **Three Part Message**

Children are encouraged to develop their independence by dealing with incidents themselves initially. They are encouraged to use the three part message.

**I don't like it when.....**

**It makes me feel.....**

**If you do it again I will tell an adult.**

## **2. Consequences:**

*Pupils who choose not to follow the rules progress down 'The Going for Gold System' as follows:*

- Warnings: Two warnings while on green.
- Name moved to amber with an explanation of how to return to green in a limited amount of time. When on amber children need to remind seated doing their work.
- Break the rule again go to red.
- Name moved to red:
- Sent to buddy class for a maximum of 10-15 minutes to reflect.
- Break the rules again go to restart. For good behaviour move back to amber.

If the child persists with unacceptable behaviour choices he/she is sent to the Restart room. A referral slip detailing the chosen behaviour must be completed. Remember to write the name of both the child and adult completing the slip and tick the relevant box. **The reason for reaching red must be made very clear.** It may be necessary for the child to be escorted to the room by a TA (or, in exceptional circumstances, the Learning Mentor or Headteacher).

Any child who reaches red spends Reflection Time with the Learning Mentor at playtime the following day.

If a child has been on red three times in a fortnight the Restart Manager will inform parents by letter.

**Extreme behaviour** such as violence, swearing at an adult, use of obscene language, Sent directly to Restart room. If the restart room is not opened, pupils should be sent to a member of the SLT.

Parents contacted by Restart Manager who also informs the class teacher that parents have been contacted.

If a pupil makes an allegation against a member of staff it will be investigated. The headteacher and Chair of governors will decide on a best way to deal with pupils who make malicious allegations against a member of staff.

Children sent to the Restart room will miss their lunchtime break. They will have lunch with the Learning Mentor and then return to the restart room. (Whilst recognising that consistency is essential to the effective implementation of the Behaviour Policy, each incident must be considered on its own merits, particularly where a child has Special Educational Needs.) While in the room in consultation with the Learning mentor, the child is expected to reflect on their behaviour and consider alternative courses of action. Work needs to be provided by the class teacher.

Report Cards: Where there are serious concerns about a child's attitude and effort, the Head Teacher and Learning mentor may place the child on a Report Card and parents will be informed.

The Report Card will be signed by the teacher at the end of each lesson. The child will show the card to the Learning Mentor each play and lunchtime.

**Playtime:**

Rules identified on the Behaviour Poster apply equally in the playground. Minor misbehaviours should be dealt with by staff on duty and, if necessary, pupils should be required to apologise. Serious incidents should be referred to the SLT.

**Lunchtime:**

Rules identified on the Behaviour Poster apply equally to the playground. In addition playground rules will be on display. 'The colour system', will only be used for the classroom. However for serious incidents e.g. as violence, swearing at an adult, use of obscene language children should be sent to a member of the SLT. Minor misbehaviours in the playground or hall should be dealt with by staff. Lunchtime staff will keep a record of incidents.

If an incident happens at the end of the lunchtime session and staff are unable to deal with it, this should be passed to a member of the SLT. Minor misbehaviour in the hall should be dealt with by lunchtime staff and, if necessary, pupils should be required to apologise.

Anti-bullying ambassadors and school council members operates at lunchtime whereby specially selected pupils are available to befriend children who have no one to play with or feel isolated in the playground.

**Use of Reasonable Force**

Education and Inspections Act 2006

**Introduction**

Every school is required by law to have a behaviour policy and to make it known to staff, parents and pupils. Staff will physically separate pupils found fighting and if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

There is a legal duty to make reasonable adjustments for disabled children with SEN. Schools do not require parental consent to use force regarding a student. It's at the head teacher's discretion whether to report an incident to parents.

All incidents using restraint should be logged and recorded in the restraint book. Teachers will be trained in the use of reasonable force..

### **What is 'reasonable force'?**

'Reasonable force' covers the broad range of actions used by most staff at some point that involves a degree of physical contact with pupils.

Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path or active physical contact such as leading pupils by the arm out of a classroom.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. It also applies to people who the head teacher has temporarily put on charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

### **When can reasonable force be used?**

It can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is the professional judgement of the staff member concerned.

### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupils to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or other pupils, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

Use force as a punishment.

### **Using force**

Certain constraint techniques present an **unacceptable risk and should not be used.**

### **These are:**

- 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.

**What happens if a pupil complains when force is used on them?**

When a complaint is made, the normal complaints procedures will be followed, however the onus is on the person making the complaint to prove that his/her allegations are true.

**Other physical contact with pupils**

Examples of where touching a pupil might be proper or necessary:

- a. When comforting a distressed pupil;
- b. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- c. When a pupil is being congratulated or praised;
- d. To demonstrate how to use a musical instrument;
- e. To demonstrate exercises or techniques during PE lessons or sports coaching;
- f. To give first aid.

**NB: This policy will be shared with staff, parents and pupils at least once a year. It is linked to our Anti-Bullying, E-Safety and Early Help, Safeguarding and Child Protection Policy.**

## Playground Systems and Procedures

### Appendix A: BEHAVIOUR PLAN

## Drew School

*'Learning today for tomorrow's world'*

## School Rules

### **Our Core Values:**

- Show Respect
- Take Responsibility
- Always make the right choice
- Learning with others

## Rewards

- Praise and stickers
- Student of the Week.
- Gold, silver and bronze rewards for good, excellent and outstanding behaviour
- Outstanding class of the week trophy
- A special event for children on gold.
- Marble award
- KS1 and KS2 behaviour cup for the classes not on red for five days.

## Consequences

- Two warnings while on green
- Name moved down to amber and an explanation given of how to return to green in limited time
- Name moved down to red - sent to buddy class for 10-15 minutes and Reflection time the next day at playtime
- Sent to the Restart room for continued poor choices or extreme behaviour.
- Parents contacted.

## Appendix B: RESTART PROCEDURES

### **Restart Referrals**

Children can be referred to the Restart room by a teacher or teaching assistant for incidents that occur during learning time. This may be for continued poor choices or for an extreme behaviour.

The adult making the referral must complete a Restart referral slip.

Children who are angry and need to calm down should be given some take-up time and may be supported by the Learning Mentor until they are ready to go to the Restart Room.

### **Restart Procedures**

Children discuss with the Restart Manager their behaviour choices and alternative courses of action. These are recorded in written or pictorial form depending on the age or ability of the child.

Restart opens from 12:00 -1:15 pm. KS1-12:00-1:00; KS2:12:15 to 1:15.

Using information collated from the Learning Mentor and Restart Manager the Inclusion manager creates a termly record to monitor behaviour.

**1<sup>st</sup> visit:** The parent is informed by telephone of the reason of their child's referral to the Restart room.

**2<sup>nd</sup> visit:** The parent is informed by telephone and letter, and is expected to return a reply slip acknowledging its receipt. A follow-up letter is sent by post if the reply slip is not returned.

**3<sup>rd</sup> visit:** The parent is required to attend a meeting with the Restart Manager to discuss their child's behaviour. The child is automatically referred to the SENCO and Learning Mentor at this stage if there is no previous involvement.

**4 or more visits:** The parent is required to attend a meeting on each subsequent visit, at the learning mentor's discretion and is informed that their child may be facing exclusion from school. This is confirmed to the parent in writing.

All serious incidents of verbal abuse and violence to others should be referred immediately to the Head teacher, and may lead to exclusion.

**In exceptional circumstances a parent may not be contacted, particularly if there are safeguarding concerns.**

**ALWAYS  
SHOW RESPECT  
TO ADULTS ON  
DUTY.**

**ALWAYS SPEAK  
KINDLY TO  
OTHERS.**

**WHEN YOU HEAR THE BELL  
STOP AND  
STAND STILL IN SILENCE.**

**A GOOD FRIEND  
IS KIND (NICE)  
TO  
EVERYONE.**

**We look after our playground and garden.  
We always tell an adult if we feel  
frightened or sad.  
We only call others by their real names.  
We always follow instructions.  
We keep our hands and feet to ourselves.**



