



Aspiring to achieve our best: moving forward together!

Positive Behaviour for learning policy

September 2019



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Heathcoat Primary School

Positive Behaviour for Learning Policy

Aims

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

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

- Appoint a member of the Senior Leadership Team to lead improvement work and monitor progress
- Publish the policy on the school website and direct parents to it
- Use the school website 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 and Head of Federation reports to governors

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

- Link our Learning behaviours and expectations closely to the following agreed learning values and display these across the school;

T teamwork

R respect

A aim high



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I independence

N never give up!

- Develop and share clear 'Learning Behaviours and Expectations' with staff, pupils, parents and governors. (See appendix 1 and 2)
- Teach our expectations for learning behaviours
- Have clear and agreed consequences and rewards with the use of the 'Learning Behaviours and Expectations' system by all staff.

A 'Learning Behaviour and Expectations' behaviour chart is displayed in each classroom, with children starting every day on blue and will be expected to stay there or move to green. It is expected that all children will be following our 'Learning Behaviour and Expectations' during learning and at break time and lunch time. This scaling approach is used to track behaviour and to identify rewards and consequences.

	Raffle ticket for a prize from the Head of School or Assistant Heads of School and they receive a certificate. The class teacher contacts the parents to inform them. Their name or photograph is displayed on the classroom door for the rest of the week. Their name and the reason why is published in the newsletter and is shared in celebration assembly on a Friday.
	5 house points and verbal recognition of positive learning behaviours.
	Start here each day
	Warning given about the current behaviour and the possibility of moving to yellow. They will remain on grey until their behaviour choices improve to the standard expected at our school where they can move back to blue.
	Miss 10 minutes of the next break time or lunchtime depending on timing of incident (in reception this is 10 mins time out immediately). The class teacher discusses the behaviour with the child and what they need to do to improve. After consequence move back to blue.
	Miss majority of lunchtime, spend time with SLT on duty, eat lunch with them and reflect on behaviour and write sorry card or draw picture. Have last 15 minutes of lunchtime. Teacher phone home during lunchtime. After consequence move back to blue. If they are on red during the afternoon, then see member of SLT before the end of the day and miss lunchtime the following day.

Commented [BB1]: @Demelza Higginson Are we keeping at 10 mins or making it 3 or 4 mins? CW said in previous meeting that it's about the inconvenience for the child and importance of having the conversation to ensure the undesirable behaviour choice is understood and therefore can be amended?



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Children will be reminded of the learning behaviour and expectations before moving to grey or below.

All sanctions at the level of yellow or red will be recorded on CPOMS and shared with the SLT and the child's team leader.

• Rewards are as follows: -

- If children are going above our 'Learning behaviours and expectations', then they will be moved onto light green and earn 5 house points. They will remain on this all day or could move up or down depending on their behaviour choices.
- If children are demonstrating outstanding work or behaviour against our 'Learning behaviours and expectations', then they will move up to dark green. They will receive a prize and certificate from the Head of School or Assistant Heads of School and the class teacher will contact the parents. Their name or photograph will be displayed on the classroom door for the rest of the week as well as celebrated in the newsletter and Friday's assembly.

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in an immediate move onto red and/or a referral to the SLT who will assess the level of severity of the situation and the sanction required, which could include an exclusion in line with appropriate guidance.

Like all schools bullying will not be tolerated. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. All bullying will be recorded on CPOMS.

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 and newsletters
- Provide regular opportunities between teachers and children to think about how to care, respond and behave in a variety of situations through:
 - The learning behaviours and expectations will be discussed regularly in assembly.
 - Lessons- in PSHE using the SEAL programme, circle times, BLP and 'Learning behaviours and expectations' discussions
 - Staff being available to talk to pupils
 - Model and practise what positive behaviours look like
- Offer 1-1 support and/or behaviour contracts for those children who regularly move off the 'Learning behaviours and expectations' chart and who are deemed to be putting their learning and the learning of others seriously 'at risk'
- Involve parents from the earliest stage



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

Appendices:

1. Behaviour Expectations
2. Learning behaviours linked to school values
3. Governor's Statement of Behaviour and Discipline
4. DCC Guidance on Fixed Period Exclusions
5. DCC Guidance on Permanent Exclusions
6. Review of Governor's Decision to Permanently Exclude
7. National Standard List of Reasons for Exclusion



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Appendix 1

Behaviour Expectations 2019 – 2020

All these learning expectations will need to be taught to children across the school from nursery to Year 6. They will be modelled and used consistently by all staff across the school and will be shared with supply teachers and student teachers. Regular modelling, teaching, setting high expectations and positive reminders will be used to ensure these behaviours are maintained throughout the year.

Expectations need to be clearly shared with children and the following explored: What does it look like when we do it well? What does it look like when we don't do it well? You need to teach the children how to behave in the appropriate way, you can't expect them to just know how to do it!

Quiet Corridor

Walk on left hand side wherever possible

Single file

Quiet

123 transition (can do it verbally to begin but then be non-verbal)

1 – get ready. Silently. They put their pencil down/book away.

2 - tuck in chair, stand behind chair

3 - line up. Teacher would be stood where they need to line up.

If you are moving from spelling to reading or from maths to English – need to teach them that specific transition. 2 would always be to stand up 3 would always be the move. 1 might be slightly different, but usually get ready for the movement. Use monitors to reduce the number of children moving. It will need consistent training.

Lining up

Children are expected to line up quickly and quietly. Through regular and continued practise children line up in a quick and quite line. It is important to regularly practise lining up in alphabetical order.

When it is an emergency, they should line up as quickly as possible to leave the building and walk to the playground. When on the playground they can get into their alphabetical line. This will need to be explicitly taught and regularly revisited.

Cloakroom

Teacher walks all children to and from cloakroom. Quietly and in single file. Children collect things and then line up in cloakroom (or KS1 corridor) to all walk back together.



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ICT suite

The expectations are the same as those in the classroom.

Children are quiet and sensible.

If children need help from a member of staff, they put their hand up and wait for adult to come to them.

Children always need to be supervised in the ICT suite by a member of staff.

The room is to be left tidy with stools pushed in. The monitors do not need to be switched off or moved around.

Coming in from outside at lunchtime

Teachers to be out on the playground for the end of playtime/lunchtime. This provides time for duty staff/MTAs to share any concerns or issues.

Teaching staff to get class ready for coming in. Classes to show respect and wait for whole class to go in, rather than break up lines.

Assembly

This will be trailed and changed if necessary

Following year groups to enter and exit the hall from the KS1 Corridor door and sit on the left: - Y6, Y2, Y1, Rec. (Y6 sit at the back).

Following year groups to enter and exit the hall from the Y3 Cloakroom door and sit on the right: - Y5, Y4, Y3. (Y5 at the back).

Children who are holding the doors need to do so sensibly – no cuddling/high5/fist bumping.

Staff to lead children in and out of assembly quietly.

Children to sit quietly in lines, with no talking.



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Appendix 2

Learning Behaviours – Expanded

	What this looks like in our classrooms	Links to BLP
TEAMWORK	<ul style="list-style-type: none">• We listen to each other and accept other people's ideas• We share our ideas with others and always take part• We collaborate with others and take responsibility for our role• We can resolve issues to reach an agreed outcome• We can adapt our behaviour to suit different roles within a team• We play an active role within the school community	Reciprocity
RESPECT	<ul style="list-style-type: none">• We are polite and use our manners with everyone• We are kind and gentle• We are honest• We accept and celebrate differences in everyone• We actively seek to improve the lives of others and ourselves	All 4 R's
AIM HIGH	<ul style="list-style-type: none">• We ask questions to develop our learning/understanding• We look for links in our learning when learning new things• We can identify our strengths as learners and things we need to improve on• We act on feedback to improve our learning	Reflectiveness
INDEPENDENCE	<ul style="list-style-type: none">• We are organised and ready to learn in all lessons• We use classroom resources appropriately• We can try different ways to solve a problem• We know what to try when we are stuck and when it is appropriate to ask for help• We know our steps to success• We can plan what to do and how to go about it	Resourcefulness
NEVER GIVE UP	<ul style="list-style-type: none">• We always give things a go and try our best• We understand that learning is tough – we will make mistakes but we will learn from these• We can find and use solutions when learning gets difficult• We know what to focus on and try hard to manage our distractions• We take responsibility for our learning• We identify and take risks in our learning	Resilience



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