
BEHAVIOUR FOR LEARNING POLICY



Reviewed/Adopted:	September 2022
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Review Frequency:	Yearly
Reviewed By:	FGB

Our School

We are an inclusive and nurturing Christian school rooted in the heart of our rural communities. Our vision is to be the school of choice for our local communities where every child is nurtured, a love of learning is ignited and each child can shine.

We will:

NURTURE - *Provide a safe, loving and respectful environment that nurtures the uniqueness and dignity of every person, enabling our pupils and staff to flourish.*

IGNITE - *Create memorable and meaningful experiences that ignite curiosity about our world and other people, to foster an infectious enthusiasm and lifelong love of learning within each child.*

SHINE - *Empower each child to fulfil their potential, so they know that they matter and that they can make a positive impact on the world*

This is an aspirational message supported by everyone in school which we will all do our best to achieve.

Aims and Objectives

The primary aim of our behaviour for learning policy is not a system to enforce rules. It is a means of promoting good relationships and positive behaviour, so that people can work together with the common purpose of helping everyone to learn.

We believe that all pupils should be aware of the standards of behaviour that are expected of them and take ownership and responsibility for consistently reaching these standards. To achieve this, we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and consistently. The school's behaviour for learning policy is therefore designed to support the way in which all members of the school can learn and work together in a nurturing, mindful and respectful way.

The role of the pupils

- To show respect to one another, to school staff, and anyone else that they may meet.
- Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated.
- Pupils are ambassadors to our school even when off school premises and we expect them to act accordingly.
- They are expected to follow our school charter, listen and follow instructions from staff.
- Accept and learn from any sanctions that they receive because they know this is the right way to behave. (This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes).

Our School Charter

With the support, guidance and teaching of the school staff, we expect the children to follow our School Charter. The charter was developed in July 2022 during the creation and rollout of our new school vision.

Our School Charter



I am important and so are you. We listen to one another and learn whilst we do.

We show respect for all who we meet. In grace, in triumph or defeat.

We work together as a team to ignite our passions and create our dreams.

We are proud of our school and all that we do.
Watch us change, watch us grow, facing challenges as we go.

Nuture, Ignite, Shine at Longstone Primary School.

Class Charters

At the start of each year, each class discusses and formulates a 'Class Charter' – this breaks down the whole school charter into more age appropriate instructions e.g. listen when someone is talking; use kind words etc. This is displayed prominently in each classroom and referred to by all school staff on a regular basis. It has been agreed by the pupils and the pupils have shared responsibility for upholding it.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy and by setting the standards of behaviour. The headteacher also supports the staff in the implementation of the policy through the curriculum and other means which enhances the spiritual, moral, social and cultural development of the children including British Values.

The headteacher keeps records of appropriate reported incidents of misbehaviour using the reporting

form in Annex A. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and relevant policies have been adhered to.

The role of the school staff, governors and volunteers

- Act responsibly and professionally, and will never denigrate or belittle pupils or colleagues.
- Model good behaviour is to lead by example.
- Model politeness, kindness, good manners and treat the pupils and colleagues as they wish to be treated.
- Use positive, motivating and supportive language (do's rather than do not's).
- Support the emotional well-being and mental health of the pupils through every day interactions and the curriculum.
- Ensures sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering SEND needs and disabilities as well as the additional challenges that some vulnerable pupils may face.
- Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.
- It is the responsibility of the class teacher to ensure that the School Charter is adhered to in their class and that their class behaves in a responsible manner during lesson time and when moving around the school.
- Carefully construct routines and classroom organisation to minimise the opportunities for misbehaviour and help the day run smoothly.
- Have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- It is the responsibility of the class teacher to communicate effectively with parents and carers to ensure that any concerns and needs are shared between home and school and vice versa.

We work with parents to understand their children and their behaviour and believe that, in conjunction with clear rules, appropriate rewards and sanctions and good support systems, we can build an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying (including online bullying). We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills through our curriculum.

If a child misbehaves repeatedly, the school endeavours to keep a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. This should involve discussions with parents where appropriate. However, if misbehaviour continues, the class teacher should seek help and advice from the assistant headteacher or headteacher. This will usually result in a meeting with the parents.

The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a Multi-Agency Team worker or, if appropriate, the behaviour support service. Additionally, a range of preventative therapies may be offered in response to inappropriate behaviour, for example, nurture.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of parents

Parents play a crucial role part in ensuring that their children are responsible for their own behaviour in school. We ask that parents respect and support the school's behaviour for learning policy and the authority of the school staff. Building school life into a natural routine, ensuring that your child is at school on time, appropriately dressed, rested and equipped will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting agreements put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

The role of governors

The governing body has the responsibility of setting down general guidelines on standards of discipline, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines and to ensure that the school policy is administered fairly and consistently.

The headteacher has the day-to-day authority to implement the school behaviour policy, but governors have the opportunity to discuss general behaviour issues at meetings. The headteacher must take this into account when making decisions about matters of behaviour. It is the responsibility of the governing body to monitor the rate of fixed and permanent exclusions.

Rewards

We believe that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

- Praise

All children's efforts are recognised and we will regularly praise pupils to raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths and recognise the success of others to help them to become positive members of the school community. This recognition is viewed as a reward.

- House Points

Each child in school is allocated to a house team on joining our school. By following the school charter and practicing positive behaviours, they are able to earn house points for their team. The winning team is presented with a trophy award each week in our Celebration Assembly.

- Class Rewards

Each class will write a 'Class Charter' in September based on our whole school charter. Class rewards can be decided between the children and their teacher.

- Merit Awards

All children can collect Merit stickers for displaying positive behavior against the whole school charter and their class charter on their merit reward charts at the back of their school planners. When the merit chart is full, the children are awarded a bronze, silver or gold merit in our weekly celebration assembly.

- Celebration Assembly and Learner's and Citizenship Awards

Each week, the class teacher will nominate children for a *Learner's Award* and a *Citizenship Award*. The children are presented with a certificate in the celebration assembly the following Friday (in order for their parents to attend). Parents are notified by text the week before the assembly.

A Learner's Award is given for an example of great learning or behaviour for learning e.g. *Child X demonstrated great resilience when completing maths problems around area and perimeter; Child Y collaborated really well when completing a piece of performance poetry with a small group. She listened superbly to the ideas of others, took turns when speaking and was always considerate of other group members etc.*

A Citizenship Award is awarded for showing thought and consideration for others around school based on our two weekly citizenship theme: e.g. *demonstrating good manners (caring); playing nicely with a class mate at lunchtime (helpfulness) etc.*

At the end of each term, children in each class will vote for the child who they think deserves the Citizenship of the Term award. They will also explain why they think this child deserves the accolade. Parents of the recipients will be invited to attend a special assembly.

A SMILERS award is awarded to pupils who effectively demonstrate that week's SMILERS focus e.g. Stay connected, move, interest, look, eat well, rest and support

The class teacher will aim to ensure that all children are rewarded for demonstrating good behaviour and good behaviour for learning at some point during the year.

Sanctions

The school has agreed standards of behaviour with children and parents because it believes that good and thoughtful behaviour is essential for effective learning. We also seek to prepare children to take their place in society and the wider community. However, children do not always conform to these agreed standards and a system of sanctions is, therefore, required. A record of any significant behaviour or patterns of behaviour which causes concern will be made using the school recording

proforma (Annex A). Parents/carers will be informed of the behaviour and the sanctions imposed as soon as possible where appropriate.

What sanctions do we use?

1. Reminder: a child is given a positive reminder to behave appropriately and in accordance with the class charter and school charter.
2. Language of Choice. The child is given a choice to 'do the right thing' and encourage independence and ownership of their behaviour. This may involve an apology.
3. If another warning is issued there is a loss of 5 minutes from the next break.
4. If a third warning is issued children will be asked to some time out of their learning activity to think about their behavior choices or deescalate. They may be required to work in another classroom. There may be a loss of some break time. Further discussion will be held between the class teacher and child at break. Parents should be informed.

For significant breaches of behaviour, a child will be taken to see the Assistant Headteacher or Headteacher. If an initial behaviour is deemed serious enough (e.g. verbal or physical aggression), the child will be removed from class and taken immediately to the Assistant Headteacher or Headteacher. Parents will be informed and requested to meet with the Assistant Headteacher or Headteacher.

If there is no improvement in behaviour, the child may be given a behaviour biary or, if appropriate, a Behavioural Support Plan. If this occurs parents/carers will be required to meet with school staff.

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not physically, mentally or verbally abuse children. Staff only intervene physically to prevent injury to another child or property, or if a child is in danger of hurting him/herself. The actions that we take are in line with government and Derbyshire Children's Services guidelines on the positive behaviour support (including physical interventions).

- Breaks and Lunchtimes

Children will be reminded frequently about break and lunchtime behaviour expectations. Inappropriate behaviour at breaks and lunchtimes will be dealt with accordingly:

1. Reminder: a child is given a positive reminder to behave appropriately and in accordance with the school charter.
2. Language of Choice. The child is given a choice to 'do the right thing' and encourage independence and ownership of their behaviour. This may involve an apology.
3. A 'Time Out' will be given with the child being closely supervised by a member of staff. If the class teacher is not on duty, information regarding any incidents will be passed onto them.

For significant breaches of behaviour, a child will be taken to see the Assistant Headteacher or Headteacher. If an initial behaviour is deemed serious enough (e.g. verbal or physical aggression), the child will be removed from class and taken immediately to the Assistant Headteacher or Headteacher. Parents will be informed and requested to meet with the Assistant Headteacher or Headteacher.

Support for pupils who experience difficulties complying with the behaviour policy:

If a pupil is regularly missing playtimes, being sent to another class or removed from class by a member of the senior leadership team, the school will work with a child and parents to address this behaviour and support will be put in place to help the child comply with the behaviour policy.

Similarly, if a pupil is vulnerable to exclusion support should be put in place. This may include the following:

- Referral to external support agencies
- Daily discussion with a member of the senior leadership team
- An individual behaviour plan that outlines specific behaviours, actions/interventions, rewards and sanctions
- Support at lunchtime and playtime
- Classroom based support
- Home – school behaviour chart/records

When might exclusion be used?

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

If the unacceptable behaviour continues this may lead to seclusion or a fixed term exclusion or permanent exclusion.

Seclusion

A child can be secluded (works alone in the class or another class) for a predetermined length of time. A child can also be secluded at break and lunchtime also so they are not integrating with other children for a predetermined length of time.

Fixed Term and Permanent Exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed term exclusion.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff
- Verbal abuse of staff, other adults or children
- Repeated use of bad language in school, in the school grounds, on the way to or home from school
- Failure to comply with the consequences of bad behaviour.
- Willful damage to property
- Repeated bullying
- Violence towards another child or towards an adult
- Repeated fighting
- Theft
- Persistent defiance or disruption in the classroom
- Other serious breaches of school rules

If a child receives an exclusion the Headteacher will request a meeting with the child and parents and decide the conditions for readmission.

If the child then continues to break the school rules and behave in an inappropriate way, an additional exclusion may be given at the discretion of the Headteacher and governors. Permanent exclusion is seen as a last resort.

‘A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’.

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

It is only used when a child, in spite of structured intervention by the school, continues to exhibit inappropriate and unacceptable behaviour, and has accumulated forty-five days of fixed term exclusions in a year, or has exhibited behaviour of such severe magnitude as to warrant removal from school immediately. In the latter case, the police may become involved.

Discipline beyond the school gate

Parents/carers are encouraged to report anti-social behaviour and bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child as soon as possible. This includes any occurrence of online bullying.

Behaviour out of school that affects a child within school needs to be dealt with by the school following the school behaviour policy.

Complaints

Any complaints will be dealt with as set out in the School's 'Complaints Policy', a copy of which is available from the school office.

Monitoring

The head teacher will monitor implementation of this policy and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed every year or sooner as necessary.

Longstone Primary School - Concerns Form



Designated Safeguarding Lead:
Deputy Designated Safeguarding Lead:
Off Site Safeguarding Lead: Emma Bond:

Simon Beahan headteacher@longstone.derbyshire.sch.uk
Sophie Rawding sbell1@longstone.derbyshire.sch.uk
Pilsley Co F Primary School ebond@pilsleycofe.derbyshire.sch.uk

Principles of the concern form

Any member of the staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern. If the concern is about:

- The welfare of a child it must be sent to the designated and deputy safeguarding leads*
- The behaviour of any member of staff it must be sent immediately to the headteacher, or the chair of governors/management committee or equivalent if the allegation is against the headteacher/principal or where the headteacher/principal is the sole proprietor of an independent school the allegations should be reported directly to the Local Authority Designated Officer (LADO).*

If the concerns are immediate, please inform an appropriate person straight away.

Getting help

Derbyshire Police: If you believe that a child or an adult is at immediate risk of harm and in need of protection then you should call the Police - 999, straight away.

Alternatively, if you want advice from the Police and the child or adult is not in immediate need of protection, you can call the Police on the telephone number 101.

Starting Point

Child's full name:		Date of birth:	
		Class/year:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
Name of alleged person (s) responsible for the harm/potential harm:			
Not known		Volunteer	
Pupil		Member of staff	
Pupil in another school/college, please specify		Governor	
Family member		Other, please specify	

Consultation and Advice Service for Professionals 01629 535353

Urgent requests to Social Care: 01629 533 190

Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?

Please provide a description of any incident/s or anything you see or have been told by a child, or another person. Record any visible injuries or ask the child/young person to point to where else it is sore/hurts. Do not remove or lift clothing for the purpose of the examination unless the injury site is freely available because of treatment or take photos of injuries. If photos of injuries are required for evidence purposes, then this should be done by the police.

Remember to make clear what is fact and what is hearsay/opinion. Note the language and terminology used by the child, or adult, and be clear about who has said what.

Continue on a separate sheet if necessary.

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Has any action already been taken in relation to this concern? For example, child taken out of class, first aid

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Name of person concerns reported to	Date

Action to be taken / recommendations from designated safeguarding lead

Name of person completing form	Signature	Date and time

SLT Use only:

Feedback given to person who reported incident? YES / NO

Safeguarding Flowchart:

