

THORNTON PRIMARY SCHOOL



Behaviour for Learning Policy
Reviewed September 2016
following staff consultation

Behaviour for Learning Policy

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Pupils behave well in lessons. They are respectful and courteous around the school during lesson times and when they move between classes. Their personal development is good.

Leaders and staff set high expectations for pupils' behaviour in and around the school. The staff are excellent role models and encourage pupils to behave well in lessons.

In some lessons observed pupils strayed off task or got fidgety because the teaching was not challenging them enough. In these lessons, pupils were not expected to produce enough work and were given too much time to complete tasks that ought to have been more demanding. Pupils are usually patient and tolerant of this so do not disturb others or teachers, but their progress slows as a result if they are allowed to drift 'off task'. (Ofsted Oct 2015)

At Thornton Primary School We aim to create calm, caring environment where children can **learn** effectively. All children are encouraged to behave well through praise and example. Expectations are high and our Behaviour for Learning policy is clear and simple and must be applied consistently throughout the school. The policy is based on rights - the right to teach and learn, the right to be respected and the right to be safe.

1. Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school, where effective learning can take place.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and to make appropriate behaviour choices.
- To have a consistent approach in promoting positive behaviour throughout the school, with shared responsibility and communication with all.

At Thornton, responsibility for promoting positive learning behaviours is shared by everyone in the school community. We realise that instilling positive behaviour for learning is reliant upon clear lines of communication and responsibility between all members of the school community including all staff, pupils, parents and governors. The relationship between staff members and pupils plays a critical role in the development and maintenance of positive behaviour. Staff/pupil relationships should be based on respect and positive reinforcement, with **all** staff taking the lead in this.

In September 2015 all staff contributed to ideas of how Behaviour for Learning should be promoted within school.

2. Positive Behaviour for Learning at Thornton

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and supportive learning environment in which all children are encouraged to develop to their fullest potential.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual with their own individual needs.
- To take a shared responsibility for all children within the school.

Children's responsibilities are:

- To learn to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of all adults in school.
- To take care of property and the environment in and out of school.

- To co-operate with other children and adults.
- To take a pride in themselves, their class and their school.
- To move around school and work in a quiet, orderly manner.
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

Parent/carers' responsibilities are:

- To support the school in the implementation of this policy.
- To make children aware of appropriate behaviour in all situations, e.g. good manners, pride in their work and politeness.
- To encourage independence and self-discipline.
- To support children in their homework tasks.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To be aware of the school rules and expectations.

Governors' responsibilities are:

- To make a positive contribution to the development and monitoring of the school's policy.
- To be role models for staff, pupils and parents/carers.
- To be a channel of communication with the school community so that the policy is well understood by all.

3. Whole School Behaviour Management Strategies and Systems

Setting Class Rules

Teachers should take the time to establish a clear set of class rules with their children at the start of each Academic Year. They should:

- Discuss the need for rules with the children and listen to their suggestions
- Help children to rephrase the rules in a positive way if necessary, e.g. 'Walk sensibly' rather than 'Don't run'.
- Produce a manageable set of rules which make for a happy environment.
- Display rules in a prominent place in the classroom where they can be referred to if necessary.
- Remember to reward the children who are keeping the rules as well as reminding those who are not.

3.1 Rewards

House points, Zone Boards, Star Pupils and Attendance rewards and certificates are the main ways in which we encourage and reward good behaviour for learning.

The House System

There are five houses in Key Stage 2 each based on the owl family: Tawny Owl, Barn Owl, Snowy Owl, Eagle Owl and Great Horned Owl. One class in each phase is in one of the houses.

In the Lower Phase (Reception, Year 1 and Year 2, we have incorporated the Owl Theme; Reception are the Owl Babies, Year 1 the Owlets and Year 2 the Wise Owls. Children can collect 'Mouse Points' (House Points) for good work, effort or behaviour. These points will be collected, in the same way as the Upper School by the school council each week. Each term the house with the most points is celebrated in a Phase assembly.

Teachers, lunchtime supervisors, the school nurse, the Headteacher and members of SLT also give stickers and stamps to children depending on their age and maturity as appropriate i.e. for eating all their lunch; for being brave when they get hurt; for being sent to the Headteacher for good work.

Earning House Points

Children earn house points for good pieces of work or good attitude to their learning. Teachers give house points to their children in a way that they feel is suitable i.e. stickers, stamps etc. Each class records house points on the Owl Charts and they are collected at the end of each week by School Councillors and given to Mrs Easthope. The house with the greatest number of points each half term will get a reward from a choice of three i.e. extra playtime, DVD/popcorn etc. The treat will be for around an hour and planned so there is as little disruption to learning as possible.

If an individual child earns 36 house points in a half term then they are awarded a prize and a certificate by Mr Couldrey (AHT).

Classes can be awarded 'class house points' for things such as excellent behaviour in assembly; on a trip or when their teacher is away from school and a cover teacher is in school. Any adult in school can award class points i.e. SLT, kitchen staff, senior lunchtime supervisor etc. When a class reaches 20 points they agree a reward together with their teacher. This will depend on classes but should not last more than an hour. All children should be allowed to take part in the reward as it is a class reward and not based on individual behaviour. Classes decide on how to record their class points.

On no account should house points or class points cannot be taken away once awarded.

Zone Boards

Zone boards promote good behaviour for learning and help make classrooms happier and more successful learning environments.

A Zone board is a visual tool to help pupils understand what behaviour is expected of them in school and ensures that those pupils who are doing 'the right thing' are praised and recognised. Each class has positive behaviour zones consisting of bronze, silver and gold zones. All pupils will start each session on the bronze zone.

The expectations for all pupils at all times within the 'Bronze Zone' are;

- **Be ready** (prompt, good listening)
- **Be resilient** (keep going, perseverance when learning is challenging)
- **Be resourceful** (independent, thinking for themselves, thinking about previous learning by themselves)
- **Being reflective** (thinking about how they did and they might improve)

- **Remembering** (actively trying to remember what they have learnt)

Good behaviour and attitude to learning that exceeds the 'bronze' expectations will result in a child being moved to silver and then possibly the gold zone. To manage the zone board each class should have a gold and silver box and children have a raffle ticket if they are in gold or silver at the end of the day. At the Phase assembly all the gold and silver cards are combined and there is a prize draw where children can win a prize if their token is chosen from the gold or silver box. All children return to the bronze zone for the start of the next day. If a child gets to gold every day in one week the teacher should provide a little prize to say 'well done'.

Star Pupils

Teachers choose one pupil from their class each week who has completed an excellent piece of work either in class or at home. These pupils receive a certificate and attend the Headteacher's Award Assembly where they receive their certificates. This is followed by a tea party with the Headteacher at 2.45 p.m. on the same day. Teachers should also provide work or other evidence of why the child was chosen, mounted with the child's name on it, for display in school. The Star Pupils should be chosen as early as possible in the week of the assembly to allow time for letters to go home and the children's names to be put in the school newsletter. The box containing certificates, letters and class lists lives by the photocopier in the corridor outside the Headteacher's room. Over the year every child should have the opportunity to be a Star Pupil.

3.2 Sanctions

Occasionally, when pupils make poor choices, displaying behaviour that is below our expectations, the following will apply. Staff should always try to work through the stages of the zone board rather than missing out a stage. The yellow zone is a warning area below the bronze area which says that the learning behaviour is heading in the wrong direction. Before going into the yellow zone the children can go onto 'the thinking cloud' when they have a chance to put their behaviour right. If they do so then they can go back into the bronze zone. For example if a child keeps shouting out then they can go into the thinking cloud and have a chance to put it right. Teachers should try to give children every chance to put their behaviour right and should be praised if they meet expectations. However there will be times when a child continues to fall below expectations and they need to go into the yellow zone. When this happens they need to go to a designated 'time out' table in the classroom and complete a 'Put it Right sheet' (Appendix 1). Younger children should have support to do this by an adult. Once they have done this then they have a chance to come back into the group and climb back into the bronze zone by showing bronze zone behaviour.

The class teacher will inform the pupils' parent/carer on the same day that the child has been in the yellow zone to discuss the issues. Teachers will try to avoid talking to parents about such issues in front of other parents and should invite parents into school or somewhere quiet where they cannot be overheard. For pupils that go into the yellow zone on several days the phase leader will need to be involved in a more formal discussion with parents and possibly put the child on a daily report. Clarity about expectations is paramount in this situation and parents should be very clear about what the child is doing so that they can support the school.

The Red Zone only comes into play if a child fails to put their behaviour right in the yellow zone and they persistently disregard the bronze expectations. It can also be used for dealing with more serious behaviour such as violence, swearing, rudeness, racist comments, refusing to work etc without going into the yellow zone but this should be kept to a minimum. Putting children straight into the red zone gives a teacher nowhere to go and undermines their authority in the classroom and can damage relationships with the children. The pupil will complete a 'red' 'Put it Right' form (Appendix 2) at the 'time out table' and parents will be asked to come into school to speak with the teacher at the end of the school day. Again parents/carers should be left in no doubt why the behaviour was unacceptable and they will be asked to support the school in ensuring that their child takes responsibility for their actions.

Yellow and Red 'Put it Right' sheets should be kept in a folder in class by the class teacher so that if a trend emerges parents/carers can be invited to come into school and speak with the teacher/phase leader.

Once a child has completed their 'Put it Right' sheet and the day is over they go back into bronze the next day with a clean slate. Teachers should not refer back to behaviour the previous day, only to remind all children of the bronze expectations if necessary at the start of the next day.

Staff should not let a string of red warnings go unreported to SLT – where a child is not improving their behaviour then this should be referred immediately to a member of SLT and parents should be invited to a formal meeting where exclusion will be discussed.

On no account should staff send children outside the classroom to stand in the corridor unsupervised nor should they send pupils to other teachers' classrooms. Teachers need to manage their own children's behavior and not inconvenience other members of staff when they are teaching. If you, or a member of your year group, cannot cope with a child's behaviour and all avenues have been exhausted through the Behaviour for Learning Policy then a member of SLT should be sent for and parents will be asked to come into school immediately.

In the event of any of the following, parents will be contacted immediately to meet with a member of the senior leadership team:

- A violent act towards any member of the school community.
- Verbal abuse (swearing, shouting etc) towards any member of staff.
- Racial hatred (all racist incidents are recorded and the LA will be informed as part of our Racial Equality Policy)
- Vandalism.
- Bullying (Please also refer to our Anti Bullying Policy).

If a child's behaviour continues to fall below expectations teachers should make a referral to the Pastoral Team so that they can support the child to overcome any barriers to learning. The referral sheet can be found on the Staff Shared Area.

After School Clubs

We pride ourselves on the free after school clubs provided for the children that are all designed to contribute to the children's academic progress; physical development; social skills and health education. If a child persistently fails to respond to sanctions or is rude to adults working in school then they will not be allowed to attend after school clubs for a period of time – usually a couple of weeks up to the end of a half term or term. If this behaviour continues then they will not be allowed to take part at all. Parents will be informed of this decision and are expected to support it.

4. Dealing with children's behaviour outside the classroom

All staff in school are expected to consistently apply the behaviour for learning policy. Poor behaviour at lunchtime can impact on learning in the afternoons therefore it is very important that lunchtime supervisors and kitchen staff understand this policy and apply it consistently. They should be conscious of the fact that this policy is based on PRAISE because this is the best way to engender good behaviour in school.

All staff have a responsibility to give praise, even if the child is not in their class, if they see excellent behaviour. They also have a responsibility to challenge poor behaviour and report it back to class teachers for them to deal with.

All classes will have a **Log Book** and lunchtime supervisors are expected to enter any children who have behaved exceptionally well or been very helpful during a lunchtime, as well as those children who have been involved in

significant incidents that teachers should know about. Teachers should also record anything in these log books that children report to them after lunchtime or playtime. This will ensure that they are well prepared for a discussion if parents want to discuss something that has happened outside the classroom.

5. Dealing with Severe Behaviour Incidents – Fixed Term/Permanent Exclusions

This is a last resort after we have tried all avenues to improve a child's behaviour or if there is a one-off serious incident inside or outside school. Only the Headteacher can decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The school follows Birmingham Local Authority's guidelines for Fixed Term and Permanent Exclusions. Further information can be found at:

<http://www.birmingham.gov.uk/cs/Satellite/school-exclusions?packedargs=website%3D4&rendermode=live>

Depending on the type of exclusion, in most cases parents have the right to make representations to the Governing Body. In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.

6. Promoting good attendance and punctuality

The school target for attendance is 97%. Good attendance and punctuality is proven to have a positive impact on learning. Being at school, and on time, is a behaviour that can improve learning outcomes for many pupils, especially those with Special Educational Needs and Disabilities. We analyse attendance weekly for vulnerable groups i.e. disadvantaged pupils (i.e. those eligible for the pupil premium); those with SEND; and looked after children and we respond to trends that may have a negative impact on learning.

Please see attendance policy for full information on rewards and incentives for good attendance.

7. Monitor and Review of Behaviour for Learning Policy

The policy will be regularly monitored and reviewed in line with the schedule agreed by the Governing Body.

During learning walks, in classroom observations, observations of children at lunchtimes and pupil voice will also be undertaken regularly in line with the school monitoring and evaluation cycle (see the School Improvement Plan).

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