

Stannington First School



Behaviour for Learning Policy

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Reviewed	October 2017
Next Review	October 2018
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We believe that in order to achieve the aspirations of Stannington First School, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Stannington First School's Behaviour Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals.

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

1.2. This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

1.3. This policy should be used in conjunction with the following school policies or statutory guidance:

- Uniform Policy
- Home-School Agreement
- Statutory guidance: Exclusion from maintained schools, academies and pupil referral units in England September 2017

2. Definition

2.1. The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

- 2.2. In order to foster a positive learning environment in Stannington First School, these relationships must be developed and supported.
- 2.3. Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.
- 2.4. Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.
- 2.5. This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

3. Roles and responsibilities

3.1. Staff members will:

- Implement the school's Behaviour for Learning Policy at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Use the school's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Celebrate positive behaviour as part of the school's weekly celebration assemblies.
- Record all negative behavioural events, in the school's incident log, by following the correct reporting procedure.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.

- Act in accordance with the school's Exclusion Policy when dealing with more serious breaches of school conduct.
- Monitor the attitude, effort and quality of the pupils' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Ensure that all records are kept up-to-date, such as the incident log.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

3.2. Pupils will:

- Abide by the Home-School Agreement and the school's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of Stannington First School, through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Correctly present themselves in Stannington First School's uniform, in accordance with the school's Uniform Policy.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

3.3. Parents/carers will:

- Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Stannington First School, with the pupil's classroom teacher.
- Support their child's independent learning.

- Support the school's decisions in relation to behavioural issues, whilst having the right to question Stannington First School's decisions regarding their child's behaviour.

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4. Classroom behaviour

- 4.1. A set of the school rules will be clearly displayed in each classroom.
- 4.2. Dealing with behavioural problems is primarily the responsibility of teaching staff.
- 4.3. Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 4.4. Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.
- 4.5. Lessons will be structured and have a focussed framework, in order to allow pupils to understand what is being taught and how it links to what they already know.
- 4.6. All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.
- 4.7. When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following three steps will be taken:
 - Reminder – the pupil is reminded of their expectations
 - Warning – the staff member informs the pupil of the consequences of their disruptive behaviour and issues a verbal warning
 - Removal – if the pupil's behaviour persists, the staff member will move the pupil from where they are sat in the classroom, or remove the pupil from the class, in order to avoid affecting the learning experience of other pupils
- 4.8. Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- 4.9. De-escalation techniques will be used at all times.
- 4.10. Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:
 - Stage 1 – the classroom teacher will manage behaviour strategies, sanctions and the three step process outlined above.

- Stage 2 – if poor behaviour persists, senior teachers will become involved in managing the behavioural incident.
 - Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the headteacher.
- 4.11. The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.
- 4.12. Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.

5. Rewards and praise

- 5.1. Stannington First School recognises that pupils should be rewarded for displaying consistently good behaviour.
- 5.2. Praise will be used to help raise pupil achievement and will be given for progress, not simply for high-quality work.
- 5.3. Positive behaviour will be promoted and reinforced by the school's clear reward system.
- 5.4. Praise will:
- Be given in relation to a specific task or action.
 - Be earned, ensuring that the recipient is clear about what they are being praised for.
 - Reinforce Stannington First School's core values and ethos. (*Our core values are: friendship, respect, tolerance, perseverance, honesty, teamwork and resilience*)
 - Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
 - Always have a positive effect upon others as well as the recipient.
 - Be used to motivate pupils and help them to feel valued.
- 5.5. Stannington First School has a reward system in place which rewards pupils for displaying good behaviour and progressing their learning, through the following methods:
- Certificates
 - Headteacher awards
 - Verbal praise
 - Comments at parents evening
 - Marbles in the jar/prizes

- Stickers
 - Avatar points – linked to our online learning platform
- 5.6. Weekly assemblies are held to praise and reward pupils achievements and effort.

6. Disciplines and sanctions

- 6.1. Sanctions and disciplines will be given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.
- 6.2. Punishments will be issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below our expected standard, staff members are able to discipline the pupils in question.
- 6.3. In order for the punishment to be lawful, the school will ensure that the decision to issue a discipline to a pupil is:
- Made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
 - Made on the school premises or whilst the pupil is under the charge of a member of staff.
 - Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.
- 6.4. The issuing of disciplines and sanctions will be recorded and the consistent use of sanctions will be monitored by headteacher.
- 6.5. Sanctions will:
- Relate to a specific task or action and will be applied clearly.
 - Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
 - Reinforce Stannington First School's core values and ethos.
 - Not be given too easily or spread too widely.
 - Not focus repeatedly on the same issue without progress.
 - Not have a negative effect upon others.
- 6.6. Stannington First School implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. These include the following:

- Verbal warning/reprimand
- Removal from the classroom or specific area of classroom
- Repeating work of an unacceptable standard
- Behaviour concern entry in the incident log – parents informed
- Meeting with the headteacher
- Meeting with headteacher and parents/carers
- Being asked to sign a behaviour contract
- Referral to an external agency or inclusion support
- Exclusion, including internal, fixed-term and permanent exclusion

6.7. The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.

6.8. The headteacher has the ability to delegate the power to issue sanctions to volunteers, such as parents/carers who assist during an educational visit.

7. Exclusions

7.1. In cases of exclusions, whether it is internal, fixed-term or permanent, the school will refer to the statutory guidance: Exclusion from maintained schools, academies and pupil referral units in England. September 2017 (Department for Education)

8. Monitoring and review

8.1. This policy is monitored for effectiveness by the headteacher and will be reviewed every year.

