



Behaviour for learning policy

This policy should be read in conjunction with the following policies:

- Equalities
- Racial Equality
- Teaching and Learning
- Anti-Bullying
- SEND

This policy is to ensure that all members of the school community (adults and children) are involved in developing, supporting and following routines and procedures which enable us to maintain a calm, safe, happy environment, for the benefit of all. This policy is based on the principle of rewarding good behaviour rather than highlighting children who may be misbehaving or off-task.

Statement of Principles at Leechpool:

- School staff and pupils should all show respect for one another's individuality as learners and members of the school community
- Positive behaviour should be rewarded
- Sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence
- All members of the school community should be listened to and responded to
- All members of the school community are entitled to learn in a safe and secure environment and have a shared responsibility for creating and maintaining acceptable behaviour
- All school staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills
- School staff recognise that positive behaviour is a pre-condition for effective learning and, therefore, promote behaviour improvement strategies as a means of improving learning and teaching

Behaviour we wish to encourage in school:

- Awareness of self and others
- Independence and ability to take responsibility
- Having self-control
- Being self-motivated
- Being well mannered and polite
- Having confidence to take risks
- Having ownership of decision-making
- Being truthful
- Co-operating with others
- Consideration and respect
- Having a sense of community
- The 6Rs need to be referred to constantly, in helping to encourage good behaviour for learning. The overriding value of Respect with resilience, relationships, reflection, resourcefulness, risk taking and responsible.

Behaviour which is unacceptable in school:



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- Physical assault
- Fighting
- Verbal assault
- Rudeness/insolence
- Swearing
- Bullying (physical or verbal)
- Racism
- Wilful damage
- Stealing
- Truancy
- Anti-social behaviour
- Other behaviour outside the law, eg. drug related

Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the school community – pupils, staff, parents/carers and governors. Not all members of the school will play the same part in this process, but each section of the community are expected to give this policy their full commitment and should communicate with and support each other.

Parents and Carers

Parents and carers have a responsibility for their child's behaviour inside and outside school, which they can positively influence through consistent parenting, working together with the school, communicating expectations and encouraging progress at home. Parents and carers also have a role to play in advising on the continuing development and improvement of school policy. The school is committed to involving parents/carers in all aspects of their child/ren's education through:

- Clear communication
- Ensuring involvement and access to all stakeholders involved with the education of their child/ren
- Prioritising the interests of their child/ren in any agreed actions

Pupils and Staff

Pupils and staff have a role in shaping and promoting the school's behaviour and attendance policies. Together, they contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This is achieved through the School Council, class meetings, year group meetings, phase meetings and in lesson time. Pupils and staff have responsibility to report incidents of bullying or intimidation, and a role in offering support through activities such as peer mentoring, School Council, playground mediation and play leaders.

Each classroom will have on display:

- Copies of the school Golden Rules
- Classroom traffic light system (green, gold, orange and red circles)– every child has a named peg which can be moved depending on choices made
- Differentiation for children who need specific behaviour support
- The language and concepts around the '6 Rs' help to support Leechpool's Behaviour for Learning Policy: respect, relationships, resilience,



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resourcefulness, reflection and risk-taking. These are displayed in every classroom and have a high profile around the school.

We expect and encourage all pupils to understand:

- they are responsible for their own actions
- we all have rights and responsibilities
- care, courtesy, respect and responsibility matter
- positive behaviour has rewards
- negative behaviour has consequences
- uniform promotes a positive school spirit and equality
- the school rules protect people's rights
- bullying and harassment are not fair and hurt people
- signing and following the Home School Agreement really matters

Rewarding Positive Behaviour

Rewarding positive behaviour and achievement is a vital component of the learning experience at Leechpool. We want to reward frequently and consistently in a structured way that staff, pupils and parents value and support.

- **Dragon Team Tokens** (for our Air, Earth, Wind and Fire Dragon Teams) are used across the school, and are counted and accumulated to determine the weekly and termly winning team. The winning team is celebrated in the weekly Achievement Assembly. The termly winning team enjoy a day at the end of term when they can come to school dressed in their own clothes.
- **Class rewards**—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves. These can include discos, films and popcorn, picnics, onesie party, time on the playground.
- **Golden Time**—every pupil starts the week with 15 minutes of Golden Time for Friday afternoon. As mentioned with the traffic lights, they can lose some of this golden time if they make bad choices with their behaviour. Sometimes they can earn this time back.
- **Class Headteacher Awards**—any member of staff can nominate a whole class for a particular reason such as exceptionally good behaviour on a school trip, working well as a team, etc. The class and reason are written in the Golden Book and read out in assembly. At the end of the year, the class with the most Headteacher Awards has afternoon tea with Mrs Davenport.
- **Headteacher's Award** (entry into the golden book, and a sticker) is awarded to a pupil, following recommendation by school staff. These names are read out in weekly assemblies and celebrated by the whole school.
- **Candlelit Dinner**—this is for year 6 pupils only. Each term, the staff in year 6 choose eight pupils who have tried their hardest in a number of areas or overcome a particular challenge. The pupils and staff sit down and have pizza and celebrate their achievements.
- **Lunchtimes**— the Lunchtime Supervisors award stickers and golden slips when children have followed the Golden Rules.



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Consequences and Sanctions

As part of the school traffic light system, there are clear consequences and sanctions in place across the school. Consequences are used to help pupils make appropriate choices about their behaviour. When they choose to breach the school rules, pupils have a right to expect fair sanctions, which are applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. Red slips are issued as a result of negative behaviour out of the classroom on the playground at lunchtimes. It is not appropriate to punish whole groups for the misdemeanours of a few, or to impose a sanction that humiliates pupils.

School Inclusion

At Leechpool we take account of SEND, (Special Educational Needs and Disabilities), and the circumstances of other vulnerable pupils, in implementing any aspect of the Behaviour Policy. However, the safety of all members of the school community and the calm ethos within our school will be our priorities, and appropriate sanctions will be put in place to support these priorities. Our firm framework is consistently applied in these cases, even where pupils may have SEND or other difficulties. We endeavour to motivate pupils, whatever their circumstances, to improve their behaviour in order that they can take their place in society, and we ensure that appropriate levels of support from within the school and from outside agencies are in place, as appropriate.

Exclusion

This is the most serious, formal sanction, which only the Headteacher may use. Pupils may be excluded for a fixed number of days or excluded from school permanently. Parents will always be aware of the reasons for these sanctions and there are legal guidelines which will be followed (these include the right of appeal). Return from a period of exclusion will always involve a re-integration meeting with parents, the pupil and a senior member of staff. Pupils who are at risk of further fixed-term exclusions may have a Personal Support Plan, developed through regular meetings at school, involving parents/carers, school staff and other professionals, as appropriate, to support improvement in behaviour. The length of a fixed-term exclusion will be at the discretion of the Headteacher, who takes the severity of the situation and the age and circumstances of the pupil into consideration when making a decision.

In the case of exclusion, the Headteacher will:

- Inform the pupils' parents/carers, and the Chair of Governors, of the period of any fixed-term exclusion, or of a permanent exclusion
- Give the reasons for the exclusion
- Advise the parent that they may make representations about the exclusion to the Governing Body's Discipline Committee
- Advise the parent how his or her representation may be made
- Notify both the LA and the Governing Body's Discipline Committee of the details of the exclusion, including the reasons for it, in the case of
 - (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one



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- (b) a fixed-period exclusion of more than five days or which brings the days the pupil has been excluded in one term to more than five.
- (c) an exclusion that would result in the pupil losing the opportunity to take end of KS2 SATs tests.

- Follow West Sussex policy for ensuring that pupils who are excluded for over five days receive education on the 6th day until the end of the exclusion. Leechpool Primary has a Reciprocal Agreement in place, with both Northolmes Junior School and Littlehaven Infants School.
- Ensure, where the parents of an excluded pupil do not speak English, or do not have a good understanding of English, that correspondence and documentation relating to the exclusion are translated into their mother tongue. In such cases the school and/or LA will arrange for an interpreter to be present at any meetings with the parent about the exclusion. Suitable arrangements for disabled parents will also be made.
- Ensure, following a pupil's exclusion, that a re-integration meeting is held, preferably on the day the student is due to return after the exclusion. The re-integration meeting will normally include a member of the Leadership Team, with the pupil and the pupil's parent(s)/carers. Other relevant people may attend, for example a member of West Sussex Inclusion Advisory Team.

In the case of exclusion, the Governing Body will:

- In the case of a fixed period exclusion of more than 5, but not more than 15 days in one term (which does not bring the student's total number of days of exclusion to more than 15 in one term), convene a meeting between the 6th and 50th school day after receiving notice of the exclusion, to consider the exclusion, **but only if the parent/carer requests such a meeting.**
- In the case of permanent exclusion, or a fixed period exclusion of more than 15 school days in one term (or which brings the student's total number of days of exclusion to more than 15 in one term) convene a meeting between the 6th and 15th school day after the date of the receipt of notice to consider the exclusion. If a student's total number of days of fixed period exclusion exceeds 15 school days in one term, any subsequent fixed period exclusion(s) of the student in the same term would again trigger the Governing Body's duty to consider the circumstances of the exclusion.
- Adhere to the exclusion procedures as laid out in the Behaviour and Attendance Guidance 2007 issued by the DCSF

Pupils' conduct and behaviour outside the school premises

We will, where necessary, impose sanctions on pupils where their behaviour has fallen below an expected level off the school site. This includes behaviour on activities arranged by the school, such as educational visits and sporting events, behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

Our objectives are:

- to maintain good order on transport, education visits or other events or courses
- to secure behaviour which does not threaten the health and safety of pupils, staff or members of the public, or damage public property



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- to uphold the good reputation of Leechpool Primary School

Confiscation

The aim of the confiscation of a pupil's property is to maintain an environment conducive to learning; one which safeguards the right of other pupils to be educated. A refusal to co-operate will result in a higher level sanction.

Communicating the Behaviour for Learning Policy

The Leadership Group will be responsible for ensuring that this policy is communicated and implemented, and for reporting to governors on its impact. The policy is available on the school website and is available to parents by request, and to all staff and governors in the Policy Folder, kept in the Staff Office. Pupils and parents who are new to the school will be made aware of the policy, prior to admission. If a pupil, or parent/carer feels that the measures or sanctions applied in the Behaviour for Learning Policy are unfair, or have been unfairly applied, then they may lodge a complaint through the school's Complaint Procedure.

Implementing the Behaviour for Learning Policy

The Headteacher and staff will ensure that we achieve a consistent, whole-school approach to behaviour management, teaching and learning. This includes the need for us to have regard to classroom management, assemblies, playground behaviour and when moving around the school, and to developing staff skills and support through development opportunities and ensuring that we have effective pastoral systems in place. Staff development is a vital element of this aspect of Behaviour for Learning. Staff will have regular opportunities to share and develop their skills in promoting positive behaviour. We believe that positive behaviour management is critically concerned with:

- The quality of relationships between adults, and between adults and children
- The nature of interventions between adults and children
- The need to preserve the right to respect, self-esteem and dignity of all individuals involved.

Is this working?

The policy will be promoted and implemented throughout the school, with all children and adults fully aware of its contents. The policy's implementation and effectiveness will be evaluated and reviewed annually, with the involvement of School Council, pupils and parents and the Governing Body. Aspects to consider will be:

- the range and impact of rewards for good behaviour used by classes
- the range and impact of sanctions for negative behaviour choices used by classes
- analysis of fixed term and permanent exclusions
- instances of bullying and racial abuse reported and action taken
- support provided for the victims