



# Bishop's Primary School

Enabling everyone in our community to let their light shine



## Behaviour for Learning Policy

### Policy Preface

Northumberland Church of England Academy Trust is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our Trust life.

As a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

<b>Lead Person:</b>	Principal
<b>Creation date:</b>	October 2018
<b>Version</b>	v1
<b>Last updated and approved:</b>	December 2018
<b>Next review due by:</b>	May 2019
<b>Approved by:</b>	Full Governing Body
<b>Statutory Requirement:</b>	No
<b>Linked to:</b>	<ul style="list-style-type: none"><li>• <i>Anti Bullying Policy</i></li><li>• <i>Exclusions Policy</i></li></ul>



Bishop's Primary School is part of  
Northumberland Church of England Academy Trust



# Bishop's Primary School

## Behaviour for Learning Policy

### Introduction

#### Aims and Expectations

At Bishop's Primary we want every member of our school community to feel valued and respected and to be treated fairly and equally. The gospel value of 'treat others the way you would like to be treated' permeates all that we do.

The purpose of this policy is to:

- promote a happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- promote and develop self-discipline and appropriate standards of behaviour
- provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour
- support the way in which all members of the school can live and work together in a supportive way.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying or physical attacks on adults or pupils, and any such incidents will be dealt with promptly and firmly.

At Bishop's Primary School we are committed to ensuring the welfare of all pupils and staff and ensuring appropriate behaviour is followed. We are especially aware of the needs of some pupils who may need special support for behaviour. The school aims within its available resources to provide appropriate behavioural support for vulnerable children according to their need. These include looked after children, children with SEN and children with physical and emotional needs. When it is considered appropriate, individual behaviour plans and support plans including pastoral support plans will be used.

#### Positive Behaviour Strategies

We use a range of strategies to support our pupils, these can be altered to suit the needs of individual children and in discussion with staff. These include;

#### Good to be Green

This strategy is based on the 4Rs – RIGHTS, RULES, ROUTINES & RESPONSIBILITY

## **Rights**

- √ RIGHT to be safe (both physically and emotionally)
- √ RIGHT to learn
- √ RIGHT to have yourself and your property treated with respect

A culture of respect for pupils, staff, parents and all other stakeholders is in place throughout Bishop's Primary. The language of the rules and their actions and the language of good choices are regularly reinforced with the children in the classroom, playground and dinner hall as well as around the campuses.

## **Rules**

1. Be polite, kind and helpful
2. Move safely around the school
3. Listen carefully and follow instructions
4. Do your best in all things
5. Be honest

Pupils revisit the school rules and are involved in setting classroom rules and protocols at the beginning of each school year. Rules are shared regularly with pupils and highlighted in assemblies.

These rules **MUST** be applied consistently throughout the school and enforced by every member of staff, including supply and support staff.

The rules also apply to before and after school clubs, multi-purpose spaces e.g. the main hall, library and outdoor spaces.

Children will be reminded of the support systems in place to ensure they feel happy and comfortable within the campus, this includes use of the Worry Wall.

## **Routines & rewards (behaviour)**

Reward systems are bespoke to individual campuses and are based on the strategies which work well with their pupils.

## **Routines & rewards (work and effort)**

All children and staff are placed into four 'houses'. Children receive house points for outstanding work. House points are to be placed in the correct house collection bag/box for counting. Every week the house points will be counted with the winning house having its colours tied to a trophy (or a rosette stuck to the house board, move along the house board etc).

Team meetings of houses, including staff, to take place during one assembly on a monthly basis. They can discuss how to increase their effort and improve their work and how working together will help their team do better.

## **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display 'Good to be Green' with their own classroom rules

Develop a positive relationship with pupils including:

- Greeting pupils in the morning
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:
  - **Always be used as a last resort**
  - Be applied using the minimum amount of force and for the minimum amount of time possible
  - Be used in a way that maintains the safety and dignity of all concerned
  - Never be used as a form of punishment
  - Be recorded and reported to parents

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review on a regular basis.

### **Responsibility**

Individual pupils are responsible for their own behaviour. Peer mentors drawn from Year 5 & Year 6 pupils will be selected as good role models to encourage good behaviour in the playgrounds during break-times. The Head of Campus (HoC) will be responsible for sharing this strategy with all campus staff and parents and maintaining the rules, rewards and consequences of their campus.

### **Consequences**

This strategy relies on the Good to be Green displays with individual pupil cards being in every classroom. For every session, every child must begin on a green card.

- If a child fails to keep the rules then they are given a verbal warning.
- If the poor behaviour continues then the child is asked to change their card to amber and think about how they are behaving and consider what they need to do to improve.
- If their behaviour improves then they are allowed to move their card back to green, reinforcing the message that they control their own behaviour.
- If the poor behaviour instead persists, then the child will be asked to change their card to red. Their name will be entered on the weekly behaviour monitoring sheet in the appropriate session square
- If they continue to behave inappropriately in the session and fail to modify their behaviour then a cross is added to their name and the pupil is sent to an isolated area of the class for a minimum 3 minute time out. A second cross will invoke a minimum five minute playtime/lunchtime detention (whichever is the closest in time).
- Three crosses by their name in a single session will invoke a trip to the HoC for a minimum five minute time out. Key Stage 2 children will have longer as appropriate
- Extreme, violent or aggressive behaviour will evoke an instant red card and may bypass this procedure.
- Three red cards in a week will result in a discussion with the child's parent at home-time or a phone call home from the class teacher. (On some campuses three red cards recorded in a week result in a 30 minute after school detention with a member of the Campus Leadership Team (CLT) and followed up with a conversation between class teacher and the CLT who led the detention). This will be recorded on the weekly behaviour monitoring sheet. If this re-occurs in a two week period, the HoC will write to the pupil's parents inviting them into campus to discuss the difficulties being experienced. However, parents can be contacted at any time should a HoC have a serious cause for concern. This will be added to the class behaviour monitoring sheet.
- In discussion with the parents, the pupil will be placed on a white behaviour plan and other avenues are explored. The behaviour plan will be monitored via Google docs by the Deputy HoC. The information will be shared with key school staff to ensure appropriate monitoring and support is in place.
- The plan will ideally only run for a fortnight with parents involved daily. There will be a formal review of progress towards behaviour targets with parents on the last day of the fortnight when a decision regarding the next step will be made. This may include referral to outside agencies and if this is the case the pupil will have their SEN status changed to K. The decision may involve moving onto an amber plan
- If an amber plan is invoked the procedure will be the same as for the white but the HoC will be included in the Google doc monitoring. If, at the meeting with parents, it is decided that behaviour is not improving significantly then the child will move onto a red plan
- If a red plan is invoked the Google doc monitoring will include the Principal. The Principal will attend the HoC meeting with parents to underline the seriousness of the situation

explaining that if the red plan does not work then they may consider the option of a move to another campus.

- If the move to another campus fails to improve the child's behaviour then a discussion around fixed-term exclusion will be sought
- In the event of a child's behaviour becoming a danger to other pupils and staff and a fixed-term exclusion is felt to be the next step then this must be dealt with through a referral to the Principal.

Depending upon individual circumstances violent behaviour may be dealt with initially through internal exclusions supervised by the HoC, alternatively a period of fixed term exclusion can be sought through the Principal.

The weekly behaviour monitoring sheet will be collected by a member of the Senior Leadership Team (SLT) every Friday afternoon at 1pm.

A member of the SLT will check that poor behaviour has been followed up with parents according to the correct procedure.

Good behaviour must be maintained in other multi-use areas such as ICT suite, main hall or dining hall. Each campus will need to discuss their approach to this.

A summary report of the campus behaviour monitoring sheets will be included in the half termly campus report by the HoC.

Remember that in every new session each child must begin on a green card.

### **Lunchtime consequences**

Lunchtime supervisors will use the 'Top Table' as the reward for good behaviour. Lunchtime supervisors will decide on a manageable number of pupils to be chosen for the Top Table on a half termly basis (as a minimum). If pupils choose to misbehave then the lunchtime supervisors will calmly and quietly evoke the following sanctions:

- Pupil's first misdemeanour - a three minute 'time out' in a designated area. The pupil must be talked to quietly and firmly about what they need to do to improve their behaviour.
- Pupil's second misdemeanour - a five minute 'time out' in the designated area. The pupil receives further support to change their behaviour.
- Pupil's third misdemeanour – stay with the lunchtime supervisor for five minutes. It is explained to the pupil that they are choosing to behave poorly and can change it at any time. Their names are recorded on a post-it note or red card pad

If none of the above has the desired effect or if the pupil exhibits extremely violent or aggressive behaviour, the HoC must be informed. Any serious behaviour concern will be logged and discussed so appropriate referrals, risk assessments or plans can be put in place.

Lunchtime supervisors will inform the class teacher or HoC of any poor behaviour before they leave the campus at the end of their shift. This will be logged on the weekly behaviour monitoring sheet and a decision made as to if the incident needs any further action.

## **Roles and responsibilities**

### **The Governing Board**

The Governing Board and CEO are responsible for monitoring this Behaviour Policy's effectiveness and holding the Principal to account for its implementation.

### **The Principal**

The Principal is responsible for reviewing this Behaviour Policy and ensuring that the Heads of Campus apply the policy consistently across each campus.

### **The Heads of Campus**

The HoC will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

### **Parents / Carers**

Parents/Carers are expected to:

Support their child in adhering to the school rules

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

The principal legislation to which this policy relates is:

- The Education Act 2002, as amended by the Education Act 2011;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

### **Links with other policies:**

- Anti Bullying Policy
- Exclusions Policy