

<b>Behaviours for Learning Policy</b>	 <b>Southwold School</b>
<b>Policies and Procedures</b>	

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<b>Owned by:</b>	Governors – Curriculum & Standards
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## Approvals

Area/Title	Name	Signature	Date
Chair of Governors	Gavin Bray	_____ / ___ / ___	
Head Teacher	Anna Ballance	_____ / ___ / ___	

### 1. Aim

Our aim at Southwold School is to encourage the development of the whole person to live a happy and fulfilling life in a diverse community. We believe an orderly, calm atmosphere supports learning. The school recognises that pupils learn best when they feel happy and supported and their self-esteem is high. This is fulfilled through a positive school ethos, consistency by all and expectations of very high standards of behaviour.

This policy aims to identify the principles and expectations about the way the whole school community (all staff, governors, pupils and parents) behave towards one another. We strive to develop a happy and purposeful school ethos which is based on self-awareness, trust, care and respect for other people. School rules are based on these principles.

- To encourage a calm, purposeful and happy atmosphere in school
- To foster positive, caring attitudes by everyone towards everyone, where achievements at all levels are acknowledged and valued
- To encourage increasing independence, where children accept responsibility for their own behaviour
- To establish a consistent approach to behaviour across the school
- To ensure that everyone knows what appropriate behaviour looks like

### 2. Rules

Our school rules are kept to a minimum and are based on principles which encourage and celebrate positive attitudes and behaviour and help to support those whose behaviour is not acceptable. The rules are designed to promote a happy, safe and self-disciplined environment in which every member of the community has respect for each other. The rules are revisited and discussed regularly with the children to ensure the rights and responsibilities of individuals and the community as a whole are fully understood and agreed.

### **3. Valuing Good Behaviour**

Praise, rewards and positive reinforcement are embedded in everyday practice to create a positive, secure and welcoming atmosphere. Recognising, valuing and celebrating positive contributions to the school community and individual achievement is a way of school life.

- Positive behaviour and achievements are valued and celebrated through:
- Modelling good behaviour
- Verbal and non-verbal praise, private and public recognition and or congratulations
- Behaviour and Achievement Awards; children from each class who have demonstrated an outstanding contribution throughout the week, recognised in assembly
- Head Teacher stickers given for noteworthy behaviour or an exceptional piece of work
- Monitor system Upper school children, where children are given responsible jobs which help with the running of the school and encourage the social development of younger children

### **4. Staff Commitment**

All staff have a commitment to support the ethos of the school. They insist that politeness and good manners are essential and expected and lead by example. All staff recognise the important responsibility they have to model high standards of behaviour, in dealing with the children and with each other. Staff have the opportunity to develop their skills and confidence in managing children's behaviour through CPD.

All Staff:

- Model controlled, respectful, verbal and non-verbal behaviour
- Plan a stimulating, differentiated and personalised curriculum, which encourages motivation and challenge and avoids children becoming frustrated and losing interest
- Provide a caring and effective learning environment and create a positive climate with high expectations
- Promote honesty and courtesy and show appreciation of the efforts and contributions of all
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Work positively with the class as a whole ensuring the children support each other and are aware of the needs of individual children
- Work closely with families, informing parents and carers of positive and negative behaviour
- Ensure all colleagues are aware of the needs of individual children so there is a consistent approach to behaviour management
- Appropriate behaviours are taught and reinforced on a regular basis through SEAL and PSHCE. This includes Citizenship where social and moral dilemmas are discussed. Circle Time, role-play and small group discussions are used to explore values and beliefs and alternate actions or responses to situations. Ideas explored are always linked to real life experiences.

## **5. Pupil Commitment**

All staff take time to notice general behaviour, praise good behaviour and take a shared responsibility for dealing with poor behaviour. They encourage children to:

- Follow the behaviour policy
- Move sensibly and safely around the school
- Speak politely and with respect to all adults and children
- Always present their best class work and homework
- Always listen actively and contribute positively in all that they do in school
- Look after property carefully, putting it away after use and keep their belongings tidy in the cloakroom
- Attend and leave assembly quietly, listening to the music and what is being said and actively joining in when invited to do so
- Enter and leave promptly and calmly at the start and end of the school day, break times and lunch times

## **6. Responsibilities and Consequences**

Children learn that rights also bring responsibilities. Children, who have been reminded of their responsibilities and still persist in being disruptive, are generally seen to be choosing to behave in a negative way. This is not the case for a small minority of children whose behaviour arises from known medical or social circumstances and who have an Individual Behaviour Plan, tailored to their circumstances and incorporating personal targets and rewards.

Where children are choosing to ignore their responsibility to behave appropriately; consequences are given as an opportunity for the child to reassess his/her behaviour and decide how to behave appropriately in the future.

Each class teacher will have a system in class to remind children of the importance of behaving well in class. In many classes this is a series of pegs on charts; the pegs may be moved up or down to recognise good or poor learning behaviour. If a child misbehaves, they may receive a reminder of the rules of the class. If they continue to behave inappropriately the peg will be moved down to give the child a visual reminder of expectations. If there is no chart, teachers may write the name of the child on a board. If a child does not change their behaviour, the teacher will choose an appropriate consequence.

### **Unacceptable Behaviour :**

- Any behaviour which affects the health and safety of others such as: throwing, tripping, poking, running inappropriately or physical abuse of others
- Any behaviour which prevents others from carrying out appropriate school activities such as: calling out, interrupting, unnecessary noise, unnecessary movement
- Unsociable, impolite or abusive -physical or verbal -behaviour such as: swearing, name calling, teasing, answering back, poking tongues

Staff do not aim to humiliate children and punishments are reasonable, related, respectful and fair.

**Consequences will include:**

- A quiet verbal warning, including problem solving strategies
- "Time out" -spending short periods of time away from group or situation
- An appropriate community task -cleaning up mess they have made-logical consequence
- Write a letter of apology
- Speaking privately to their own teacher or a senior teacher during their own time
- Playtime or privileges withdrawn temporarily. School work is not offered as a punishment although tasks may be completed in the pupils own time if appropriate
- If there has been persistent misbehaviour or a single more serious incident, the child may be referred to the Reflection Room. This is held during the lunch break in a classroom after the children have eaten their lunch. In the Reflection Room, the child is asked to think about his/her behaviour, how it could have been avoided and possible consequences. These are discussed with the teacher on duty to ensure the child is clear about what needs to be different in the future.
- Speaking to a Key Stage Team Leader
- Parents being informed. If a child has been sent to the Reflection Room three times in a fairly short period of time, parents will be called by the Headteacher.
- Payment for deliberate damage to property
- More serious incidents are recorded in an incident book
- Being sent to the Deputy Head teacher or Headteacher
- A formal letter being sent home and kept on file
- In final analysis, where all other approaches have failed and where the safety of other pupils is at risk, exclusion procedures may be entered into

**This may lead to:**

- Lunch time exclusion
- Removal from class for part of the school day
- Parents asked to come into school to discuss the situation
- Exclusion for a fixed period
- Permanent exclusion

## **7. Formal Acknowledgement of the Behaviour as a Special Need**

If despite the approaches already described a child continues to behave inappropriately it may be necessary for formal special needs procedures to be put into place to help the child overcome the problem.

Parents are informed of concerns at an early stage and the possibility of further sanctions may be discussed and agreed.

1. There will be an identification of the problems using Oxfordshire's moderation criteria and the child will be placed on the Special Educational Needs register at the appropriate level. An individual Educational Plan (IEP) will be generated and the child will have targets to work towards to help them deal with this behaviour. Further details will be found in the Special Educational Needs Policy.

This will be shared with parents who will have a part to play in supporting the school action. There may be a contract with the school, a behaviour card or a home school book depending on the age of the child.

2. If there are repeated incidents parents are called in to school to talk to the appropriate member of staff and further support will be designed and agreed by all involved to support the child.
3. If there is continuing concern, the Headteacher, teacher and parent will meet to discuss the next steps.
4. There may be a whole school policy relating to the appropriate handling of the child which is shared with all appropriate adults at an early stage.
5. Other agencies may be involved e.g., Educational Psychologist, EBS Department, Home School Link Worker, PCAMHS.

## **8. Review**

This policy is reviewed bi-annually by staff and governors. The School Council is actively involved in monitoring behaviour, sanctions and rewards.

## **9. Appendix**

School rules, handling policy, anti-bullying policy, Equality and Diversity policy.