



**CLARE COMMUNITY**  
— PRIMARY SCHOOL —

## **Behaviour for Learning Policy**

## **AIMS**

**Central to our vision is the belief in the uniqueness of every child, and that everyone has gifts to discover and share with others. We are committed to building brighter futures for our pupils, our local community and the wider world.**

**We aim to open children's minds to their full potential by building a firm foundation in the basic skills of reading and number as well as giving them opportunities to develop creatively. We want our pupils to be happy and confident, but also caring and tolerant. Above all, we want them to have a thirst for knowledge and a real enthusiasm for life...**

## **ETHOS**

We expect and work towards a well-disciplined and ordered environment creating effective conditions for learning and promoting high standards in terms of behaviour. Children, staff and parents will support each other in creating a community where all can reach their potential. We believe that pupils, staff and parents/carers at Clare Community Primary School have the right to be treated with respect and courtesy.

## **PURPOSE**

- To ensure an ethos of high expectations;
- To encourage resilience and risk-taking within a secure and supportive learning environment;
- To provide pupils and staff with a secure, well-ordered environment;
- To ensure that clear boundaries support learning and progression;
- To ensure a clear dialogue with pupils about potential barriers to learning;
- To secure the involvement of parents/carers in pupils' learning and personal development;
- To promote and support the development of a range of personal qualities and interpersonal skills such as courtesy, respect and sensitivity to the needs of others;
- To promote the development of good personal relationships and tolerance towards others;
- To promote equal opportunities and value individuals regardless of gender, race, Special educational needs or disabilities (SEND).

## **BEHAVIOUR FOR LEARNING EXPECTATIONS**

Pupils will:

- **Have a positive attitude** and be engaged in their learning;
- **Respect** themselves and others, and respect their learning environment;
- **Be responsible** for their own actions, learning and belongings;
- **Be resilient**, learning from their mistakes and take pride in their achievements;
- **Have good listening** behaviour- being attentive and facing the speaker, and following instructions promptly;
- **Follow** agreed class routines.

Parents/carers will:

- Promote a positive attitude towards learning and the school community;
- Ensure children arrive at school on time and that they attend school every day that the school is open and available;
- Remember that we are all working together towards the same goals;
- Notify the school straight away regarding any issue concerning behaviour;
- Attend parents' evenings and support their children with any home learning
- Be expected to support the School's decisions regarding behaviour whilst retaining their right to appeal against any decision with which they disagree;
- Treat all members of staff with respect.
- Refrain from discussing any issue on social media, instead speaking face-to-face with us as soon as possible, in line with our open door policy.

Staff will:

- Implement the Behaviour for Learning policy with consistency and impartiality;
- Establish a positive learning environment in their classrooms appropriate to individual needs;
- Encourage children to make sensible choices within the school;
- Give children the opportunity to change inappropriate behaviour;
- Label the behaviour but not the child;
- Use a sanction appropriate to the misdemeanour and the individual;
- Build children's self-esteem and try and find out the reasons behind unacceptable behaviour;
- Notify parents of any patterns of unacceptable or unusual behaviour.

### **Foundation Stage**

Children in this year group will have a version of these expectations and sanctions appropriate for their development and understanding (Appendix I).

### **SEND Pupils**

These pupils will be expected to follow this policy to the best of their ability but we recognise that they will need extra support in doing this, and there may be occasions where these

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expectations will need to be made appropriate for an individual pupil's emotional and behavioural development. These will be made explicit within their School Support plan.

### **REMOVING BARRIERS TO LEARNING**

The School uses a variety of strategies in order to ensure that barriers to learning are removed and that pupils do not continue to breach the Behaviour for Learning Expectations. If appropriate, these will be offered to support children.

These strategies include:

- A weekly celebration assembly of our core values: Community and Citizenship, Learning to Learn, Aiming High, Respect for Ourselves and Others, and Enthusiasm for Learning, through assemblies, PSHE lessons and the acquisition of Team Points, Gold Certificates, a mention in the Kindness book (run by the School Council) and Headteacher's certificates for excellent standards in learning and social behaviour;
- School Council help to maintain and regulate high standards of behaviour throughout the school, for example, by supporting their peers during lunchtime and break times, fostering positive relationships and patterns of behaviour.
- Structured and planned emotional support from adults to encourage self-esteem, self-confidence and motivation; such as acting as a personal mentor and meeting with a child on a regular basis.
- We encourage shared responsibility throughout the school by encouraging older children to buddy younger pupils. (Year 6 Reception buddies, KS2 pupils partnering younger pupils on trips, mixed age groups within House assemblies)
- Lunchtime monitors model good behaviour and support younger pupils in the dinner hall
- Individual Behaviour Plans (IBP) / Pastoral Support Plans;
- Specific use of outside agencies to provide focused support for individuals;

## Classroom behaviour

Figure 1: Low-level behaviour which would be dealt with by the classroom teacher and

<b>Some examples of unacceptable behaviour within the classroom</b>	<b>Some classroom management strategies which might be used by staff</b>
Distracting others Calling out A persistent lack of attention Moving round the classroom without permission Not following/disobeying instructions Misusing equipment	Tactical ignoring Removal of equipment Giving children a choice Verbally warning children Writing names on the board Positive reinforcement of good behaviour Giving time-out or take-up time Sending children to an agreed class Docking time from break/lunch

support staf

It is the responsibility of teachers to begin a dialogue with parents of children who develop a pattern of low-level behaviours that become a barrier to their learning. If this pattern continues it is important to formalise an in-class Individual Behaviour Plan with the agreement of the Leadership Team (Appendix II) and instigate regular dialogue/meetings (see p.8). The purpose of this behaviour plan is to address and monitor behaviour on a more formal basis.

Figure 2: High-level behaviour (Non-compliance after all strategies have been used)

<b>Serious behaviour incidents needing the involvement of Leadership Team</b>
Repeated defiance of adults/single act of serious defiance of class teacher Aggression/threatening behaviour (includes self-harming) Swearing at a member of staff Racial prejudice Bullying Theft Dangerous items/substances Deliberate damage to school property Children leaving the classroom or place of learning without permission



### **Exclusions**

Exclusion means that a pupil is removed from normal lessons and prevented from mixing with other members of the school community. Exclusions may be conducted internally or externally depending on the severity of an incident. Exclusions can vary in length according to the nature of the breach of policy and will take into account the age of the pupil.

During an internal exclusion, the child will be withdrawn from their class group and supervised by a member of staff while they complete work set by the class teacher.

A final decision will be made by the Headteacher as to whether external exclusion is an appropriate course of action, after discussion with the Leadership team, and a thorough investigation with all involved (see next section). The Chair of Governors will be informed of any external exclusion.

External fixed term and permanent exclusions will be conducted in accordance with this Policy and statutory guidelines.

After an external exclusion, a reinstatement meeting will be conducted by the Headteacher, Deputy Headteacher or a member of the School Leadership Team with the pupil and his or her parents or carers. The pupil's class teacher may be present.

### **Investigations regarding breaches of the Behaviour for Learning Policy**

Before any decision on external exclusion is reached a thorough investigation should take place.

1. Investigations will be conducted under the guidance of the Headteacher or Deputy Headteacher. All those involved in the incident should write a statement. Statements should also be gathered from witnesses where appropriate.
2. Once an investigation has taken place, documentation should then be passed to the Headteacher who will make the final decision about the most appropriate action for the pupil(s) involved, and parents will be informed of this decision.

### **Aggression and violence**

1. Aggressive or violent behaviour is unacceptable and will not be tolerated at Clare Community Primary School. Staff will make a professional judgement as to whether behaviour breaches this guideline. An incident does not need to result in physical harm for it to instigate serious sanctions. Incidents will be investigated and, where necessary, the pupil may be internally or externally excluded, depending on the severity of the incident and age of the pupil.
2. Where there is violence, or where there is an attack by a pupil on another, then external exclusion may be used, depending on the context and age of the pupil. Persistent offenders may face permanent exclusion. In extreme cases the pupil may face permanent exclusion for a first offence.
3. Verbal abuse or verbal or physical threats against staff will be investigated and will result in a fixed term internal or external exclusion. Depending on the severity of the situation, verbal or physical threats against staff may result in permanent exclusion.
4. Physical violence towards staff will result in fixed term exclusion and may result in permanent exclusion, depending on the severity of the incident and age of the pupil.

### **Defiance of staff**

1. Defiance of staff will not be tolerated.
2. Defiance could lead to either an internal or external exclusion from school. Continued defiance may result in a longer period of exclusion.
3. In extreme cases, such as defiance of the Headteacher, pupils could face permanent exclusion.

### **Swearing**

1. Whilst swearing is regarded as verbal abuse and is unacceptable, we recognise that younger children may experiment with language without malicious intent.

The following sanctions apply:

- a. Swearing overheard in conversation with another pupil; the member of staff will provide a consequence and ensure that the pupil is aware that their language was inappropriate;
  - b. Swearing directly at a member of staff or child: the situation will be investigated according to the policy guidelines. Swearing at a member of staff will result in an internal exclusion;
2. Second and/or subsequent offences will attract a longer period of internal exclusion.

### **Damage to the school fabric or furniture**

1. If the damage is accidental, there will be no charge. If the damage is the result of silly behaviour, parents/carers will be informed and the cost of repair/replacement will be shared between those involved.
2. Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions including internal or external exclusion may result. Serious offences may result in permanent exclusion.

### **Dangerous items and substances**

1. Pupils are not allowed to bring dangerous items into school. This includes items that could constitute a weapon or substances such as cigarettes/e-cigarettes, aerosols or anything which could be deemed illegal or dangerous. Pupils who do so will be internally or externally excluded for a fixed period, depending on the nature of the offence. Very serious offences may result in permanent exclusion.
2. The police will be informed in all cases where a dangerous weapon or substances deemed as illegal are brought onto the school site.

### **Theft**

1. Theft will attract either internal or external exclusion depending on the severity of the offence. Persistent or very serious offences may lead to permanent exclusion. In addition, the cost of those items that have been stolen will be recovered from the pupil involved.
2. The police will be informed when appropriate.

### **Setting off the fire alarm without threat of fire**

1. Setting off the fire alarm or damaging fire protection equipment is a criminal offence that puts the health and safety of pupils and staff at risk. Any pupil who intentionally sets off the fire alarm will be internally excluded for one day.
2. However, second and/or subsequent offences will attract a longer period of exclusion. In the case of persistent offenders permanent exclusion may be considered.

### **Behaviour on school trips and public transport**

Pupils on school trips, visits and on buses are representing Clare Community Primary School. Pupils are expected to follow the Behaviour for Learning Policy. For guidance, see Trips Policy. Pupils and staff will adhere to the rules and expectations of the establishment of they are visiting.

***Where a pupil's conduct does not fit into any of the areas stated previously but disturbs the learning environment, puts pupils or staff at risk, or affects Clare Community Primary School in any detrimental way, internal or external exclusion will be considered. Depending on the severity of the incident pupils could face permanent exclusion.***

### **Individual Behaviour Plans (IBP)**

1. When a teacher finds a pupil is struggling to comply with 'The Behaviour for Learning Policy' and deems it appropriate, the pupil may be given an IBP. These should be written by teachers with the involvement of the Sendco or the Deputy Head and need to be shared with parents.
2. A master list of IBPs will be kept in the Headteacher's Office and teachers need to ensure that it is kept updated.

### **Pastoral Support Programmes**

1. Pupils who are internally excluded on a number of occasions, or externally excluded, as a result of poor behaviour will be placed on a Pastoral Support Programme. This will be drawn up in partnership with parents/carers and the pupil and entail fortnightly meetings between families and staff throughout the monitoring period. If behaviour continues to deteriorate further action will be taken, utilising the support of outside agencies. There would be the possibility of further fixed term exclusions, for longer periods of time.

### **Record keeping and contact**

1. Each teacher should keep an informal Behaviour Log for reference prior to contacting parents, and in preparation for Parents' evenings.
2. MDAs on lunch duty will keep brief notes in a notebook which will be shared with class teachers if necessary.
3. Detailed records of all formal contact with pupils and parents must be recorded. These records are vital in terms of providing evidence for further action and support. In the case of high-level incidents of the kind noted in Figure 2, a formal behaviour log of incidents will be kept by the Leadership Team; this Behaviour Log needs to be kept updated by and will be regularly reviewed by the Head Teacher so that trends can be noted.
4. Where contact is made with parents, either on the telephone or during an interview, records will be kept on Parent Meeting forms and kept in the appropriate folder in the Staffroom.

### **Lunchtime behaviour**

Behaviour at lunchtime is covered by this Policy. (*See Appendix III*)

### **Bullying**

See Anti Bullying Policy.

### **Racist Incidents**

See Racist Incident Policy.

## APPENDIX 1

### Clare Community Primary School

#### Pupil Expectations, Consequences and Rewards – Foundation Stage

- 1) Time out within classroom or within another KS1 classroom. Staff liaise with parents/carers if appropriate.
- 2) For persistent, repetitive misbehaviour, the child will be taken to a member of the Leadership Team for time out. Incidents to be recorded on whole school log by the Head Teacher. Teacher to record incidents in own class book.
- 3) When appropriate, an IBP will be written in consultation with parents.
- 4) For the following issues children will be taken to see the Head and parents will be informed:
  - a) hurting other children or staff e.g., biting, pinching which leaves a mark
  - b) rudeness and swearing to/at other children or adults
  - c) damaging school property.
  - d) Repeated defiance

Appendix II  
Name:xxxxxx

### Behaviour Plan



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Targets:	To do my computer reading programme when I come into the classroom each day.
	To do as I am asked to do within a few minutes
	To not go out of the classroom unless I have a permission of am using my `time-out` card
Support:	You may use your `time out` card once in a lesson. You may use it to go and sit in the KS2 shared area for up to 5 minutes.
	You will have a special tick chart to fill in after each session. You may take a copy of this home each night.
	At lunchtime, you will be directed to help in the ICT room if available.
Reward:	If 3 ticks are earned, then at 3pm Xxxx can go down to Year 1 and read a story to a child,
Signatures and Date:	Xxxx _____ Class Teacher _____ Parent _____

### **LUNCHTIME Playground Procedure**

#### **Key Stage 1 Expectations:**

- Kind hands;
- Kind feet;
- Kind words;
- Be a good friend;
- Stay to the agreed areas on the playground/field.

#### **Key Stage 2 Expectations:**

- Play sensibly – no rough games, no play fighting, no playing on the bank;
- Use kind words – no swearing, no teasing, no shouting close to someone;
- Be safe and move safely around the playground, playing sensibly and being a good role model;
- Be a good friend and include others;
- Keep ball games under control and to the agreed areas.

**We expect everyone to clear up after themselves in the dinner hall.**

**We expect everyone to listen to the MDAs and follow their instructions.**

**When the whistle blows, stand still. Walk to the line on the second whistle.**

#### **Procedure:**

1. If a child is not following these rules they will have a reminder of behaviour expectations.
2. If behaviour continues, this will be followed by a warning. This will be shared with the class teacher.
3. If poor behaviour on the playground continues, then a member of the Leadership Team should be made aware as soon as possible.
4. Serious incidents will be brought to the attention of the Leadership Team immediately.

If there is an incident involving extreme violence, for example, a fight or a safety concern, then a member of the Leadership Team should be called immediately.