



BEHAVIOUR FOR LEARNING POLICY

Statement of Principles:

- 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

Purpose

The purpose of the behaviour policy is to ensure that students at Holbrook Primary achieve the five outcomes of the Every Child Matters strategy.

We believe the creation of a positive learning environment through the application of effective strategies for promoting positive behaviour and attendance is linked to the five outcomes in the following ways:

Being Healthy

We believe that good relationships are a significant resilience factor in supporting positive mental health. Positive mental health can be further enhanced by encouraging all staff to explore perceptions of how conflict is managed. A person's self-esteem is intrinsically linked to their success as a learner so it is vital that we support our pupils' emotional intelligence in a sensitive, supportive and developmental way. Having achieved the Healthy Schools Award we are committed to encouraging healthy eating, physical activity and social and emotional well being through the food on offer in school, a wide ranging enrichment programme, in physical education and through Personal Social health Citizenship Education (PSHCE) sessions.

Staying Safe

We foster a trusting environment that encourages positive relationships between staff and pupils to support them in feeling secure and in developing social and emotional skills. We provide opportunities for students' views to be listened to, valued and responded to. The promotion and implementation of our Anti-bullying Policy and our Safeguarding Children Policy also help to protect pupils from harm.

Enjoying and Achieving

The deployment of effective strategies for managing behaviour at a whole school, group and individual student level will support achievement of this outcome. Consistency of application of agreed strategies is crucial to success in this area. This requires consultation with key stakeholders and embedding of good practice. Our Behaviour Policy has been reviewed and re-written and new reward and consequence structures introduced. Negative incidents are few at Holbrook Primary.

Making a Positive Contribution

The deployment of effective strategies at a whole-school, group and individual level will enable pupils to make a positive contribution by investigating pupils' views about behaviour and attendance issues. Their contribution to the development of good practice is assured. We use a range of rewards to recognise the varied and important contributions so many of our pupils make to the school.

Economic well-being

There is evidence that people who have good social and emotional skills experience more success in the work place and, clearly, academic achievement and good attendance also contribute to long-term economic well-being. The deployment of effective strategies at whole-school, group and individual level will support learning, behaviour and good attendance and so contribute to the achievement of this outcome. The SEAL (Social and Emotional Aspects of Learning) programme is being embedded with the Holbrook curriculum to ensure we are developing students' social and emotional skills.

Practice and Procedures – Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the school community, including parents and carers. Not all members of the school will play the same part in this process, but each section of the community will have a specific role and should aim to communicate with and support each other.

Governors

The Governing Body will make, and from time to time review, a written statement and general principles to guide the Headteacher in determining measures to promote good behaviour. They will notify the Headteacher and give related guidance if the Governing Body wants the school's Behaviour Policy to include particular measures or address particular issues.

Staff

The Headteacher, with the assistance of other members of the Leadership Team (LT), is responsible for the form and content of the policy, and for its implementation in ways that maintain the school's ethos, encouraging positive behaviour and full attendance. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including:

- the provision of mutual support to colleagues,
- modelling the social, emotional and behaviour skills
- demonstrating the high standards of behaviour and punctuality expected from pupils.

Pupils

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

Parents and Carers

Parents and carers have a responsibility for their child's behaviour inside and outside of school, which they can positively influence through consistent parenting, working together with the school, communicating expectations and encouraging progress at home. This role is vital in their child/ren's development in all of the priorities outlined in the Every Child Matters framework. They 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

Code of Conduct

Our Golden Rules

Be kind and considerate
Be sensible and safe

We expect all pupils to understand:

- You are responsible for your own actions
- We all have rights and responsibilities
- Care, courtesy, respect and responsibility – code of behaviour
- Positive behaviour has rewards
- Negative behaviour has consequences
- Uniform promotes school spirit and equality
- The school rules protect people's rights.
- Bullying and harassment are not fair and hurt people

Rewarding positive behaviour (see Appendix 1)

Rewarding positive behaviour and achievement is a vital component of the learning experience at Holbrook. We want to reward frequently and consistently in a structured way that staff, pupils and parents all value and support. We will ensure that planning about behaviour improvement is informed by statistical information about the use of rewards and sanctions.

Consequences and Sanctions – Behaviour 4 Learning (B4L) Consequences (see Appendix 2)

Each year group has consulted pupils on a range of consequences for negative behaviour. Consequences should be used to help pupils make appropriate choices about their behaviour and attendance. When they choose to breach the Code of Conduct, students have a right to expect fair sanctions, applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils. Statistical information will be used to highlight good practice and inform our planning about behaviour improvement, for example, to plan future groupings and to target support to areas where pupils have the greatest difficulty.

The Consequence Ladder system (see appendix 2) is used in all classrooms to consistently reinforce positive behaviour and to apply appropriate sanctions.

Staff and pupils will be consulted fully when rewards and sanctions are being decided.

Inclusion Phases (School Action, School Action Plus, Statement)

These phases form an integral part of the school's behaviour policy.

The fact that some pupils have the necessary understanding and competences to follow school rules but simply make a conscious choice to behave differently underlies the need for a firm framework that can be consistently applied in these cases, even where pupils may have SEN or other difficulties. The Inclusion Phases provide clarity about what is expected and what will happen as a consequence of their behavioural choices. At each phase the school will endeavour to motivate students to improve their behaviour and ensure that appropriate levels of support from within the school and from outside agencies is in place.

Exclusion

These are the most serious, formal sanctions, 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. The pupil will be placed on report for a minimum of one week and will be placed on a personal support plan to ensure inappropriate behaviour is improved.

Headteacher will:

- Inform the pupils' parents of the period of any 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
 - (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 protocols for ensuring that pupils who are excluded for over five days receive education on the 6th subsequent day until the end of the exclusion.
 - Ensure where the parents of an excluded pupil do not speak, or 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, the SENCO or Class Teacher, the pupil and the pupil's parent(s)/carers. Other relevant people may attend, for example a member of West Sussex Behaviour Support Team.

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

Taking Account of SEN, disability and the circumstances of other vulnerable pupils.

We will take account of SEN, disability and the circumstances of other vulnerable pupils in implementing any aspect of the behaviour policy.

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.

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.

The criteria for confiscation may include:

- An item that poses a threat to others, eg. a laser pen, pen knife, matches, lighter
- An item that poses a threat to good order for learning, eg use of a personal music player/gameboy/mobile phone
- An item that is against school uniform rules, eg pupil refuses to take off high heel shoes
- An item that poses a health or safety threat, eg. pupil wearing large earrings in PE
- An item which is counter to the ethos of the school, eg racist or pornographic material.

Communicating the Behaviour for Learning Policy

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. The full written policy will be available in the staff room and the Governors' library, as well as the study. 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 of Learning policy are unfair or have been unfairly applied, then they can 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 approach to behaviour management, teaching and learning.

We believe that in order to support students and staff we must have a whole school approach to positive behaviour. This includes the need for us to have regard for classroom management, teaching and learning, 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. All 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.

Refer to Appendix 3 and 4

Monitoring and Review

The governing body will evaluate the impact of this policy by receiving data from the Headteacher to the governors through Headteacher reports:

- Range of rewards for good behaviour used by classes
- Fixed term and permanent exclusions – number of and analysis of behaviour
- Number of red cards each term
- Instances of bullying reported and action taken
- Support provided for the victims.

Prior to any review of the policy, feedback will be sought from the pupils (classes and school council), staff and parents on the effectiveness of the policy. During governor visits, monitoring of this policy may take place at different times of day and governors may report their findings to the Governing Body.

Consultation Process

Pupils, parents/carers and staff have been consulted through questionnaires. Pupils have contributed to the process in their class lessons. Governors contributed to the information of the principles upon which this policy is based, through committee meetings.

See Appendix 5

Relationship to other Policies

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

- Equal Opportunities,
- Race Equality
- Teaching and Learning
- Anti-bullying
- SEN

This policy will be viewed in conjunction with appendices 1, 2, 3, 4

Review Date: Spring Term 2009

Governor Signature: **Date**

Next Review Due: Autumn Term 2010