



Behaviour for Learning Policy

Phoenix Community Primary School

Author: James Tibbles (Headteacher)

Ratified by the Governing Body: November 2015

Due for Review: November 2018

At Phoenix we provide a family atmosphere in which all members of our school community are valued equally and treated fairly according to their needs, and are given the widest possible opportunities to develop their talents, skills and personalities to the full.

1. OUR AIMS

To develop a moral framework within which initiative, responsibility and sound relationships can flourish.

To enable pupils to develop a sense of worth, respect and tolerance for others.

To produce an environment in which pupils feel safe, secure and respected.

To provide a happy, safe, secure and stimulating environment, for the welfare of our pupils and all concerned with the life of our school, we will create a climate of Behaviour for Learning where we:

- deliver a high quality and relevant education;
- create a caring family atmosphere in which pupils learn and teachers work effectively in an environment where there is co-operation, excellence in teaching, active participation in learning, and aspirations to do well;
- encourage the Behaviour for Learning strategies (see Appendix B);
- teach, through our school curriculum, values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline and foster in pupils a respect for themselves, for other people and their property;
- promote good behaviour by using a range of strategies based on positive reinforcement and by providing rewards for pupils of all ages and abilities;
- ensure that there is consistency and clarity when dealing with incidents of inappropriate behaviour;
- be alert to bullying/racial harassment;
- share our values with our school community to develop support and consistency; and
- have the same expectations of behaviour for all members of our school community.

All of our school community (pupils, staff, parents, governors and visitors) should conduct themselves appropriately by:

- treating others with respect;
- being well behaved, well mannered and attentive;
- moving around the school in an appropriate manner;
- respecting all property in school;
- not showing physical, verbal or non-verbal aggression towards anyone; and
- being punctual and attending regularly.

2. ENCOURAGING POSITIVE BEHAVIOUR

At Phoenix we create an environment where all pupils feel safe, secure, happy to learn and express an opinion. Phoenix pupils are given praise and encouragement so that everyone feels valued and respected. We create a supportive atmosphere where various rewards are used. All Phoenix pupils will be aware of how they can gain recognition for good work, effort and behaviour. Rewards will be accessible to all our pupils.

House Points

The school operates a house point system for all our pupils from Reception to Year 6. These are awarded for academic achievement in lessons or the demonstration of positive behaviours for learning. House Points are also awarded for punctuality through Early Gate.

House Points will be collated each Friday by the House Captains and given to a member of staff. A running tally is presented to the children in the Friday celebration assembly and at the end of each seasonal term (three times a year), the house with the greatest number of house points is rewarded with a treat.

House Point tallies reset each seasonal term.

Stars of the Week

Each Friday there is a weekly assembly to acknowledge achievements and to foster a sense of community. Pupils are encouraged to share their work with parents, pupils and staff during and after their class assembly. Each member of teaching staff chooses one pupil to receive an Achievement Certificate for outstanding improvement, work or behaviour. These are recorded in the weekly school newsletter and in the achievements folder kept in the School Office.

Purple Pen Work

Members of the Leadership Team may use a purple pen to recognise outstanding achievement in a child's book. This work may then be shared on Twitter under the hashtag #purplepenwork (in line with the school's e-Safety policy) in order to share this with the wider school community.

Class Rewards

Where at all possible, class teachers will be consistent across the school in rewarding behaviour using the strategies defined above. However, class teachers, after discussion with SLT and in negotiation with their class, may wish to use a variety of additional rewards to praise and motivate their pupils. These may include:

- stickers/stamps
- marbles in a jar
- secret pupil
- reading rewards
- Sun, Cloud, Rain.

3. ADDRESSING INAPPROPRIATE BEHAVIOURS

When addressing inappropriate behaviours, the school adopts a restorative approach. This means that there will be high expectations of support for the child as well as high expectations of behaviour and discipline. When discussing these behaviours with pupils, adults will use the key features of this approach.

- Reflect
- Responsibility
- Repair
- Reintegration

Restorative Questions

- What's happened?

- What were you thinking?
- How were you feeling?
- Who's been affected/upset?
- What do you need to do to make thing so better?
- How can we move forward?

Staff will model appropriate body language and use a calm and measured tone when talking to all children and adults in the school.

When talking to children, adults will also model good listening skills:

- Eye-contact
- Coming down to the pupils level
- Reflecting the conversation back to the pupil.

Remember:

- Take a deep breath
- Stay calm
- Maintain an even tone of voice
- Be aware of body language
- Use open questions to encourage discussion
- No one is to blame
- It is not about you

4. SANCTIONS

Inappropriate behaviour will initially be dealt with by any staff in school to ensure that pupils respect 'All'. All staff will always be fair, firm and vigilant with pupils in their care and any inappropriate behaviour will be dealt with calmly, effectively, consistently and speedily. It is important that all unsatisfactory behaviour is logged. All staff must use the Behaviour Incident Form in Appendix A and must be aware that it may be used as evidence.

Sanctions for inappropriate behaviour are consistent at Phoenix whether a child is in Year R or Year 6.

We use our Behaviour Sanctions Six Steps as a way of dealing consistently and fairly with inappropriate behaviour:

- Verbal warning x 2 – this will be given by the appropriate adult e.g. teacher, TA or adult on duty
- Time Out (remainder of session in partner class) – this will be given by the appropriate adult e.g. teacher, TA or adult on duty
- Playtime/Lunchtime Out (supervised by duty staff) – Class Teacher
- Half-day Internal Exclusion (supervised by member of SLT) – Senior Leadership
- Longer period of Internal Exclusion (supervised by member of SLT) – Headteacher
- Exclusion from school – Headteacher with agreement from Governing Body.

Post-sanction, the session is a 'fresh start', however if a pupil persistently misbehaves, the class teacher will use their discretion to decide which is the most appropriate level of sanction. For incidents deemed to be serious, the Assistant Headteacher, Deputy Headteacher and Headteacher will use their discretion regarding the most appropriate level of sanction. In all cases of inappropriate behaviour, pupils will be made to understand what specific action has caused the sanctions to be applied.

5. SEN

Children who are on the school's SEN register for Behavioural & Emotional difficulties may need something 'different from or additional to' the above Rewards and Sanctions in order to help them behave in an appropriate way in school. These children will have Individual Behaviour Plan (IBP) with specific Rewards and Sanctions. The planning of an IBP is always done by the SENCO in consultation with parents, pupils (where age appropriate) and the class teacher. An IBP will run for a short allotted time period and will be reviewed with the parents and child.

6. EXCLUSION

All children have a right to an education and as such, exclusion will only be considered as a last resort or when the safety of other pupils or adults in the school is threatened.

All pupils will be made aware that verbal abuse, physical abuse and threatening behaviour which not only compromises their own personal health and safety and learning but also the health and safety and learning of others in our school is not acceptable. This type of behaviour may result in fixed term or permanent exclusion.

Please see our separate Exclusion Policy.

7. PARENTS AS PARTNERS

Parents have a vital role in promoting good behaviour in our school and so effective home school liaison is important.

At Phoenix we give high priority to clear communication within the school and to a positive partnership with parents since these are crucial to maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in the school and their parents are aware of those concerns, and of the steps which are being taken in response. The class teacher has initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to parents and the SENCO so that strategies can be discussed and agreed before more formal steps are required.

We ask parents to:

- keep us informed of behaviour difficulties they may be experiencing at home;
- inform us of any trauma which may affect their child's performance or behaviour at school; and

The school will:

- promote a welcoming environment;
- give parents regular constructive and positive comments on their child's work and behaviour;
- encourage parents to come into school on occasions other than parents' evenings;
- keep parents informed of school activities by newsletters; and
- involve parents at an early stage when there are any concerns about their child

Where a pupil's behaviour is causing concern, parents will be informed and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further sanctions will be discussed with parents.

There may, on occasions, be a need for physical intervention by school staff when the safety of the pupil or others is at risk. Should this course of action be required parents will be advised of the action taken and the reason it was deemed necessary as soon as is practical after the incident.

8. THE PLAYGROUND

The playground is part of our learning environment. Play and lunch times should be happy, safe and relaxed occasions when pupils socialise and play together.

We have a set of simple playground rules. These are:

- listen carefully to instructions and follow them;
- play games that are safe and will not cause harm to anyone;
- walk carefully and sensibly when moving to and from our classrooms;
- be responsible about playing with equipment and looking after it;
- look after each other and help each other, especially if someone is hurt;
- stay out in the playground unless given permission to go inside

We also have set procedures for the end of play and lunch times. These are:

- when the bell rings at the end of play and lunch time everyone stands still and quietly;
- on the second bell ring pupils walk quietly and sensibly to their class lines;
- an adult will always accompany the pupils back into school.

By following these procedures our pupils return to their classrooms in a calm and orderly manner which means that our teaching and learning sessions are able to start promptly.

Our Teaching Assistants and Play Leader have a variety of tasks to carry out over the lunch time which include:

- encouraging pupils to play;
- teaching pupils new games to play;
- praising and rewarding pupils who keep our rules;
- reinforcing rules by reminding pupils who may be in danger of breaking them;
- correct rule breaking and invite pupils to make amends;
- intervening with mediation in pupils' disputes;
- giving preliminary first aid and completing any accident reports;
- listening to pupils' concerns and responding to their feelings; and
- ensuring an orderly end to lunch times by following the agreed procedures.

All Teaching Assistants have received onsite training to improve our lunch time provision and for them to create and have ownership of our lunch time playground policy.

9. CARE OF SCHOOL PREMISES AND SITE

Everyone at Phoenix is responsible for the care of the school premises and are encouraged to feel a sense of ownership and pride for their school.

10. INCLUSION

At Phoenix, we believe that everyone should be included and there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors.

11. REVIEW

This policy will be reviewed every three years by the Safeguarding and Welfare Team.

Any amendments require the approval of the Full Governing Body.

This policy was approved by the Governing Body on Tuesday 10th November.



APPENDIX A

Phoenix Community Primary School
Behaviour Incident Form

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|----------------------|-------|---------------|------------|
| Pupil's Name: | Date: | Class: | SEN Level: |
| Details of Incident: | | | |
| Signed Staff Member: | | Signed Pupil: | |
| Action Taken: | | | |
| Signed Staff Member: | | | |

All details must be completed on this form. Please remember parents may be shown a copy of this