

## Policy Statements and Procedures

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# BEHAVIOUR FOR LEARNING POLICY

### 1. INTRODUCTION

This Behaviour Policy and Procedure seeks to encourage pupils within The Rosedale Hewens Academy Trust to make positive choices and re-enforces those choices through praise. The Trust recognises that even when encouraged to make the right choice, some pupils will occasionally make choices that disturb their own learning or that of others. A series of strategies will then need to be implemented to bring about changes to these behaviours. The aim of these strategies is to encourage pupils to adopt a behaviour conducive to learning. In some circumstances, the Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others and this action may result in exclusion.

The Rosedale Hewens Academy Trust Behaviour for Learning Policy and Procedure involves staff, pupils, parents, guardians or carers and The Trust. If pupils are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere. The Trust places great emphasis on praise, reward and support and as such we have a well established system that brings rewards to those who behave well.

### 2. POLICY OBJECTIVES

The aim of this policy and procedure is to support teaching and learning by establishing a code of conduct to which all members of each school community within the Trust must adhere. This code of conduct will ensure an environment in which all pupils can realise their full potential and enjoy learning and achievement. The Rosedale Hewens Academy Trust believes that every pupil should feel valued and in turn, value the school community of which they are a part.

The objectives of the Behaviour for Learning Policy and Procedure are to:

- Clarify what is meant by 'good behaviour' to all members of each school community.
- Encourage a positive learning environment where pupils behave well towards each other, their teachers and where effort, hard work and good behaviour are rewarded.
- Ensure that all staff motivate their pupils by using a variety of rewards to recognise good behaviour, as individuals and as a whole class, in a structured way.
- Ensure that all staff have an important role to play in encouraging good behaviour.
- Ensure that staff, pupils and their parents, guardians and carers have a clear understanding of the consequences of poor behaviour.
- Encourage all pupils to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.

### 3. PRINCIPLES

The Behaviour for Learning Policy and Procedure is based on the following principles:

- That every member of each school community within the Trust should be treated with respect.

- That every member of each school community should feel safe and comfortable in and outside the school buildings.
- That respect should be shown for each school and its environment.
- That respect should be shown for the property of others.
- That every pupil has the right to learn.
- That every teacher has the right to teach without interruption.
- That every parent, guardian or carer has the right to information about their child's behaviour and to work in partnership with the respective school to encourage high standards.
- That every member of the school community needs to be aware of the expected standards.
- That every pupil is equal and should be treated as such at all times.
- That all members of each school community have a role to play in promoting a positive image of The Rosedale Hewens Academy Trust.
- That every member of each school community accepts responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

It is policy that every pupil will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, the Behaviour for Learning Policy and Procedure details classroom and corridor rules. The Rosedale Hewens Academy Trust is firm in its belief that every pupil is entitled to be taught in classrooms free from disruption and to be able to walk about their school free from harassment.

The three elements of:

- Rules
- Rewards and
- Consequences

form the foundation of the Behaviour for Learning Policy and Procedure.

#### **4. PROCEDURE**

##### ***Rules***

In a primary setting the children are learning how to behave appropriately and understand how their behaviour affects others. Therefore the approach to behaviour management will vary considerably within the Foundation Stage, Key Stage 1 and Key Stage 2.

##### **Code of Conduct for the classroom**

Class teachers in a primary setting have a greater responsibility in setting and maintaining the acceptable behaviour code for their cohort of children. They, and their Teaching Partners, will provide a fair, consistent and reasonable set of boundaries within the classroom. The classroom rules will be co-constructed with the children at the beginning of each year. These rules will reflect our values and ethos for:

- appropriate behaviour of an individual
- appropriate behaviour towards others
- a safe and tidy environment

##### **Code of Conduct around the school**

The code of conduct for movement along the corridors and up/down stairs will be co-constructed with the children in an assembly at the beginning of each academic year. They should include elements from our values and ethos, as outlined above.

##### **Code of Conduct for the Outside Play Areas**

The code of conduct for all outside play areas should also reflect our expectations although each school has to adapt their rules according to the differing size/position of their outdoor spaces. These rules will be co-constructed with the children at an assembly at the beginning of each academic year.

## **Code of Conduct for the lunch hall**

The code of conduct for lunch halls should be co-constructed between the children, staff and kitchen staff, including elements of our values and ethos.

### ***Rewards***

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Our children will know that their praise is earned and well-deserved.

We constantly look for opportunities to share the child's successes with parents, carers and guardians through informal discussions at the beginning and end of each day; through a purposeful home/school link book; through certificates awarded.

We fully support the development of a child's social and emotional skills, focusing on 'respect', 'being resilient', 'being resourceful', 'being reflective', 'being responsible' and 'being able to reason'. These values are highlighted weekly. Adults and children are expected to demonstrate these values to themselves and others.

### ***Sanctions***

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- it must be clear why the sanction is being applied
- it must be made clear what changes in behaviour are required to avoid future sanctions
- there should be a clear distinction between minor and major offences
- it should be the behaviour rather than the person that is punished.

In primary schools, where young children are still finding out how they fit into their world, we recognise that many incidents of unacceptable behaviour can be categorized as 'low level disruption'. In these cases each school will implement a progression of actions e.g. thinking time.....speaking to an adult.....time out.....speaking to a senior member of staff. At all stages the focus is on restoration and being reflective. Parents can be contacted informally as home/school liaison can support a child's understanding of consequences and 'I have a choice'.

We recognise that some unacceptable behaviour is as a result of the child's Additional Learning Needs.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these contributory factors. Additional specialist help and advice from the SENCO or Educational Psychologist may be necessary. These actions would be coordinated by the Headteacher.

### **Loss of Free Time**

Pupils may lose their right to spend time with their friends at break and/or lunch times. This sanction would be used for those pupils who persistently cause problems at these times. In extreme cases a pupil may be banned from the school at lunch times and his/her parents, guardians or carers will be expected to make alternative arrangements. This would be recorded as a half day exclusion and is in accordance with the guide to the law on exclusions.

## **Placing a Pupil on Report**

If a pupil needs to be placed on report for reasons such as persistent low level disruption the Class Teacher, after discussion with the Headteacher, should make contact with the parent, guardian or carer of the pupil and advise them of the reason behind the decision and discuss the targets that are to be set for the pupil. The report template which should be completed in consultation with the pupil and include two targets appropriate to the areas of behaviour that need improvement. For Stage 1, the report should be completed for each lesson and checked at the end of the week by a senior member of staff. The report should then be copied to the parents, guardians or carers of the pupil for their acknowledgement. If there is no improvement, then Stage 2 requires the report to be completed daily and checked by a senior member of staff daily.

### **Placing a Pupil on a Partial Timetable**

Partial timetables are usually a final strategy as an alternative to exclusion, in a concerted effort to help a pupil improve his/her behaviour and focus on learning.

### **Legal Guidance regarding the use of a Partial Timetable**

*"Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the Academy is trying a partial timetable as an 'alternative measure' prior to an exclusion in the context of a pastoral support plan (PSP) or as part of a planned re-integration package. In such cases, Academies should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion. **To that end a partial timetable should:***

- ***have clearly defined objectives***
- ***be for a specified and limited period of time;***
- ***not, other than in very exceptional cases, be implemented without written parental agreement.***

*Once tried as an 'alternative measure' it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the 'alternative measure' would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of the LA (Special Educational Needs Group) as well as the parents/carers. Academies need to be mindful that decisions to place pupils on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their children's right to receive efficient full-time education."*

### **Pastoral Support Plan (PSP)**

A PSP is a formal step in a concerted effort to help a pupil understand and improve the areas of his/her behaviour that have caused him/her to get into serious trouble on more than one occasion and that are now becoming a barrier to his/her learning. It is put in place for a pupil when typically he/she has received more than one Fixed Term Exclusion and is at risk of Permanent Exclusion.

### **Internal Seclusion**

If a pupil is placed on an Internal Seclusion he/she will work under the individual supervision of an Assistant Headteacher or Headteacher. In this instance the pupil will also spend his/her break and lunch times in seclusion under supervision. Parents will be informed of the reason for the Internal Seclusion.

### **Fixed Term Exclusion**

Pupils serving a Fixed Term Exclusion must attend a pre-arranged reintegration interview with the Headteacher, their parent, guardian or carer before he/she can be readmitted to school.

Any pupil who receives repeated external exclusions as sanctions for unacceptable behaviour will be monitored and reviewed and may be referred to the appropriate committee of the Local Advisory Board for the school.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have all been tried without success. It is an acknowledgement by the school

that it has exhausted all available strategies for dealing with the pupil. There will, however, be exceptional circumstances where, in the opinion of the Headteacher, it is appropriate to permanently exclude a pupil for a serious breach of the Code of Conduct.

A decision to exclude a pupil permanently should be taken only:

- In response to serious breaches of The Rosedale Hewens Academy Trust Behaviour Policy and Procedure and Code of Conduct.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **GENERAL PROCEDURE**

### **Information on the School Management Information System (Facility/EPortal/Progresso central database)**

Pupil information is recorded in the appropriate areas on the central database. EPortal/Facility is a powerful tool for monitoring, evaluating and communicating details of pupil behaviour and subsequent action taken across all curriculum areas at all times.

### **Behaviour for Learning Displays**

It is the responsibility of the Class Teachers to ensure that all displays relating to the Behaviour for Learning Policy are present in their classrooms. Senior Managers will ensure that displays for the lunch hall, outside areas and corridors will be displayed for children, parents and visitors to see.

### **Communication of the Behaviour for Learning Policy and School Code of Conduct**

Parents, guardians, carers and pupils will be informed of the content of this policy and procedure and the school Code of Conduct. This policy and procedure and the school Code of Conduct will be reinforced periodically at assemblies and at other times deemed appropriate by the Headteacher. Pupils are expected to know and understand this Policy and Procedure and the school Code of Conduct which may be amended from time to time. Pupils are also expected to sign a declaration on bullying to state they will not bully other pupils. The Code of Conduct classroom display and signatures are renewed each academic year.

## **5. MONITORING AND REVIEW**

The success of The Rosedale Hewens Academy Trust's Behaviour for Learning Policy and Procedure is evaluated through self-evaluation and review through:

- The regular monitoring of EPortal/Progresso pupil events and exclusions
- The regular review of the relevant priorities and actions within the Raising Achievement Strategic Plan
- Formal and informal feedback from parents and staff following Parent Consultations and other meetings
- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Regular agenda item at Local Advisory Board (LAB) meetings

## **6. ROLES AND RESPONSIBILITIES**

Good behaviour is the responsibility of all members of the school community.

Staff Responsibilities are to:

- Abide by the Home/School Agreement.
- Treat all pupils fairly and equally.

- Raise the self-esteem of all pupils and develop their full potential.
- Provide challenging, interesting and relevant lessons appropriate to the age and ability of all pupils.
- Create a safe and pleasant learning environment.
- Consistently and clearly apply the Behaviour for Learning Policy and Procedure.
- Form good relationships with parents, guardians and carers.
- Share any concerns regarding a pupil's academic progress, welfare or behaviour with his/her parents, guardians, carers and external agencies as appropriate.

Pupils' Responsibilities are to:

- Abide by the Home/School Agreement.
- Work to the best of their ability and allow others to do the same.
- Treat others with respect.
- Follow the reasonable instructions of school staff.
- Take care of property and the school environment.
- Co-operate with others within the school community.
- Complete classroom work, homework and coursework to the best of their ability.
- Wear uniform, PE Kit and work clothes correctly at the appropriate times during the school day and any other time they are representing the school.
- Wear a conventional hairstyle and have no unusual piercings and/or tattoos.
- Attend school for at least 95% of term time and be punctual to AM and PM registration, assemblies and all lessons.

Parents' Responsibilities are to:

- Abide by the Home/School Agreement.
- Support the Behaviour for Learning Policy and Procedure.
- Share any concerns about their child's education, welfare or behaviour in school as appropriate.
- Take an active interest in their child's work and achievements.
- Help their child with his/her school work whether it be homework or something taught in the classroom.
- Attend Parent Consultation appointments, and other information evenings as appropriate and support school functions.
- Ensure the regular attendance of their child at school so that a minimum of 95% attendance is achieved for their child.
- Ensure their child is punctual to school each day.
- Inform the school of any absence as soon as practicably possible.
- Ensure their child attends school in full uniform and wears that uniform correctly.
- Ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos.
- Ensure their child completes homework and all coursework to the best of their ability.

## **7. LINKS WITH OTHER POLICIES**

This Policy links with the:

- Managing Pupil Attendance Policy
- Exclusion Policy
- Bullying and Harassment Policy
- Home/School Agreement