Behaviour for Learning Policy

Version and Date		Action/Notes	Date Written	Date to be Reviewed
1.0	01.12.16	Approved by Board of Trustees	November 2016	1 Year - 2017
2.0	10.10.17	Approved by Board of Trustees	Reviewed 28.09.17	1 Year – 2018
3.0	20.03.18	Draft to be approved	Reviewed Feb 18	1 Year - 2019

1. Aims

This policy sets out a framework within which each school proactively promotes and rewards good behaviour, and deals with behavior that is not acceptable.

- encourage mutual respect and tolerance
- ensure the safety and emotional well-being of every member of the school community
- discourage all forms of discrimination, harassment and bullying
- promote positive behaviour management, with an emphasis upon praise when the appropriate behaviour is achieved
- ensure that a consistent and fair approach is applied to all aspects of school life and members of the school community
- ensure social inclusion so that all members of the school community are valued
- have clear communication with clear guidelines that are understood by all involved.

2. Enfield Learning Trust Values

Our values underpin daily practices and encourage the development of desirable behaviour within the school community (children, staff, governors, parents and visitors). The values are regularly shared and discussed with the whole school community and through them we aim to promote self-discipline and positive self-esteem.

The values are: Respect, Responsibility, Safety, Collaboration, Resilience and Success.

We believe that if these values are adhered to, then the natural outcomes for children and adults will be:

- a positive educational experience
- high and realistic expectations
- healthy relationships between everyone
- a safe, orderly and secure environment
- an environment where teaching and learning flourish
- fair consideration and equal opportunities

3. Implementation

- all new families to receive a leaflet, be directed to the policy on the Enfield Learning Trust and school website, and requested to sign a Home – School Agreement
- all new staff and trainees to receive training in the policy implementation
- staff, children , parents and governors to be regularly consulted and informed of any changes
- Policy discussed by School Parliaments and opportunity provided for comment
- Values are prominently displayed, discussed and reinforced in classrooms, and in assemblies
- Serious Incident Forms to be completed to record, track and monitor issues following individual school procedures
- Physical Intervention Forms to be completed to record, track and monitor issues following individual school procedures.
- Classes to have regular 'circle time', and have a 'Think Box' to enable communication from children about any issues.

4. Roles & Responsibilities

We believe that all stakeholders have a shared responsibility for their own behaviour and the behaviour of others. The Home - School Agreement makes clear the expectations of everyone – children, staff, parents and governors, from the start. This is explained and completed on admission to the school.

ROLES AND RESPONSIBILITIES	Staff & Governors	Child	Parent
actively promote positive behaviour and respect	✓	✓	✓
support the school's policy for behaviour and discipline	✓	✓	✓
actively follow and promote the values at all times	✓	✓	
act as examples of desirable behaviour	✓	✓	✓
monitor the welfare of the pupils, recording incidents /causes for concern	✓		
deal with incidents fairly and consistently, using restorative techniques	✓		
celebrate success when achieved	✓	✓	✓
encourage and build healthy, positive and supportive relationships between all members of the community	✓	✓	✓
provide opportunities for children to assume positions of responsibility and leadership	✓		
treat everyone in the school community with kindness and respect	✓	✓	✓
strive for success in all areas of school life	✓	✓	
take responsibility for their own behaviour and an active role in resolving issues	✓	✓	✓
tell adults if they (or others) are upset or have a problem		✓	
behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school		✓	
take care of school property, personal possessions and those of others		✓	
ensure their child's regular attendance and punctuality			✓
inform the school of any circumstances which may affect their children's well-being, behaviour or ability to maintain relationships			✓
attend meetings to discuss issues regarding their children			✓
read and sign the home-school agreement		✓	✓
show courtesy and respect to all members of the school community	✓	✓	✓
act as a good role model to their child			✓

5. Promoting Positive Behaviour

All members of the school are valued as individuals. Our ethos is to create an environment in which positive behaviour is encouraged and reinforced, and positive attitudes fostered. We promote the right for children to speak out and seek help in all aspects of their wellbeing. We believe that praise and reward is key to creating a positive atmosphere where children have the opportunity to succeed.

Adults will lead by example and model good practice.

Whole School Strategies

- Providing clear and consistent expectations
- Recognition in Assembly through special mentions and Values stickers
- Star badges in Achievement Assembly, for sustained effort to improve behaviour or consistently good behaviour and attitude ('Always' children) recorded by the teacher.
- 'Circle Time' activities or explicit PHSE lessons where appropriate behaviour is explored and discussed
- Working in partnership with other agencies e.g. the Behaviour Support Service (BSS), within a class, group or individually
- Giving positive feedback to classes and SLT through the School Parliament
- Providing certificates and rewards for good behavior or attendance eg trips, after school clubs. Attendance certificates will be presented termly and for meeting School target and 100% attendance, and annually for 100%.
- Rewards/ stickers provided by members of the Senior Leadership Team (SLT) to mark momentous learning or behavior
- Actively promoting the School Values at all opportunities
- Communicating positive messages home by a means specified by the school e.g. postcards, text messages, positive notes or a through a parent app. This should be recorded by the class teacher.
- Noticing and praising positives all the time 'catch them being good'
- 'PIP' & 'RIP' Praising in Public, Reprimanding in Private
- Being fair and ensure consequences are proportionate

General classroom strategies include:

- Using a table / class seating plan until routines are established
- Giving the children carpet places / partners
- Providing and sticking to a lining up order, for key children or the whole class until able to decide independently
- Giving responsibilities / class 'jobs' / monitors
- Using random selection to show fairness, eg, lolly sticks, straws, etc.
- Using marbles in the jar (Jar of Good Choices)
- Sending pupils to another adult e.g Achievement Leader, partner class (could be for positive or negative reasons)
- Ensuring classroom organization and routines are in place
- Dealing with incidents on an individual basis, enabling personalisation where appropriate
- Strategic ignoring and positive re-direction, highlighting the good example of others
- Using reflection time to consider the values, etc.
- Giving warnings before sanctions
- Ensuring follow up conversations take place
- Allowing children to have a fresh start once an incident has been addressed

Personalisation

Some children will need more support, and a personalised approach which may include:

- strategic ignoring of low-level inappropriate behaviour,
- social Stories,
- 'Time Out' with a timer / clock – adjusting length of time according to age / stage.
- individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets)
- arranging for pupils to work on a 1:1, group or classroom basis e.g. with school-based Learning Mentors
- personalised behaviour or reward charts for individuals after discussion with SLT
- Home/School Book,
- Behaviour Contract

Expectations

Each child will receive at least one of the following per year:

- a special mention in Assembly
- A positive message communicated with the parent by a means specified by the school e.g. postcards, text messages, positive notes or a through a parent app.

Remember:
- we use positive strategies whenever possible
- our aim is to train the children so that they can learn to manage the basic routines independently, however this will depend upon their age and stage of maturity, and so should be adapted as they develop
- a firm, assertive voice can be used but not shouting
- an individualised Class Code could be developed with the children, relating to the Values (but not Class Rules)
- use a book or similar to track warnings if necessary, but don't write names on the board
- **humans are fragile, and it only takes one negative incident to undo hundreds of positive messages! Build relationships, and promote Behaviour for Learning in a purposeful environment where we can have fun and a joke.**

Behaviour for Eating Code

As part of becoming a successful member of society, children are encouraged to have good manners and behaviour when eating in the Dining Hall. The 'Behaviour for Eating Code' is regularly shared with the community. Children can be rewarded by being chosen to sit with a member of staff at a special table in the Dining Hall. (VIP table, Top table)

6. Unacceptable Behaviour

While we aim to ensure that all children behave in an acceptable way, by following our positive ethos, on rare occasions children's behavior can be unacceptable and they may require additional support.

The following are examples of unacceptable behavior in our schools, with guidance as to how this may be managed.

Guidance regarding levels of unacceptable behaviour

Level 1 (Class Log)	Level 2 (Class log / SIF)	Level 3 (SIF)
	Persistent Level 1 behaviour	**Persistent Level 2 behaviour**
Disregarding Values		
Pushing in or not taking turn		
Interrupting		
Talking when an adult is speaking		
Attention seeking		
Spoiling others' games		
Avoiding work / wasting time		
Bringing sweets, chewing gum or inappropriate items to school		
Calling out / making inappropriate noises in lessons		
Running inside school		
Spreading rumours		
Arguing with pupils	Arguing with staff	
Stopping the learning of other children	Frequent disruption to lessons	Persistent disruption to lessons
Disrespectful attitude	Rudeness	Verbal abuse of staff or pupils
Using swear words and gestures	Swearing at pupils	Swearing at staff
Play fighting	Aggressive play	Fighting
Lying	Persistent lying	Blatant dishonesty and refusal to accept responsibility
Lack of co-operation	Refusal to follow instructions / deliberate defiance or disobedience	Dangerous defiance or refusal to follow instructions
Being careless with school equipment	Defacement, eg, scribbling on desk or others' work	Graffiti / vandalism / wilful destruction of the school environment or property
Unwanted physical contact	Kicking, hitting, punching, biting, pushing, etc	Violent physical attack or causing bodily harm towards pupils or staff
	Retaliation	Serious physical retaliation
	Leaving class without permission	Leaving school without permission
	Inappropriate touching	Inappropriate sexualised behaviour
Spitting on the ground		Spitting at a child or adult
Teasing, name calling		Intimidation or tormenting (including via the internet)
		Racial, social, cultural, homophobic or religious abuse
		Stealing
		Possession / use of weapons, drugs, alcohol, cigarettes or other inappropriate materials

		Putting themselves or others at risk of harm
		Bullying or extortion
		Inappropriate use of social media
		Bringing the school into disrepute, before, during or after school

7. Sanctions

When dealing with inappropriate behaviour the following graded response and consequence procedure may be used as guidance, however the level of seriousness of the behaviour, the age, needs and situation of the child and the context in which the problem arose will be taken into consideration. Possible consequences of unacceptable behaviour are:

Level 1	Level 2	Level 3
• Reminder of the Values • Verbal apology • Finishing work at break time or at home • Positive re-direction, highlighting the good example of others • Being spoken to about the consequences of their behaviour by a member of staff • Parents informed verbally (could be by telephone or at home-time) • Re-positioning within the group / classroom • Distraction free work area in the classroom • Removed from a game at break / lunchtime for a set period • Talking through and resolving incidents, recording when appropriate	• Incident recorded in class Pupil Records file • Written apology • Exclusion from after school activities, eg. Football Club • Being spoken to about the consequences of their behaviour by a senior member of staff • Parents contacted and a meeting held with the child in attendance • Regular Home – School communication • Re-location to a another class for a specified period, with work • Parents informed in writing (copy kept on file) • Loss of break time • Regular monitoring of pupil's work or behaviour and parents kept informed • Senior staff investigating and recording behaviour • Restorative meeting held	• Being spoken to by Headteacher and parents together • Behaviour contract between pupil, parent and teacher with specific targets and time scale • Headteacher's letter sent to parents (copy kept on file) • Regular monitoring of work or behaviour by Headteacher • Community service • Fixed term exclusion (this can include lunchtime exclusions) • In-school exclusion – child supervised by SLT • Support requested from outside agencies, eg, BSS, EP • Permanent Exclusion

Right to Search and Confiscation

Headteachers and their designated staff have the right to search for prohibited items with or without consent. They will follow the guidelines from 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies February 2014'.

Inappropriate items may be confiscated. These will be returned after a designated time (up to a week) to either the child or parent.

Restorative Practice

All members of the school community will try to use restorative strategies to repair relationships. Individuals are given the opportunity to rehearse conversations before being brought together for a meeting. A 'script' is available for staff and children to use to structure the supported restorative conversations. The children are given the opportunity to explain how the incident has affected them, and how it can be put right, including any consequences. This empowers

children, and is a strong motivator to encourage children to take responsibility for their actions, so that the behaviours are reduced.

Exclusion

Only the Headteacher may exclude a child, which is a sanction for serious acts of inappropriate behaviour. When used, the reason for exclusion must be explained to the child and their parent(s), recorded on file, and the school must follow DfE guidelines: **Exclusion from maintained schools, academies and pupil referral units in England.**

8. Recording Incidents

- A Serious Incident Form (SIF) must be completed for level 3 or above incidents, and reported to SLT, and may be for level 2, using other children's initials for confidentiality.
- All SIF must be signed and dated by the reporter, and SLT.
- Any incidents where parents have been informed, are serious or persistent, **must** be logged in the Class Record File for tracking and future reference.
- The Headteacher will be informed of Level 3 incidents when considering exclusion.
- Exclusions and SIF will be monitored by the SLT for Behaviour, for termly reporting to Local Governing Board and where necessary the Local Authority.

9. Bullying, Racial and Equality Incidents

These incidents, are considered to be extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of bullying, racial harassment, gender issues or radicalization must refer to the school's **Anti-Bullying and Anti Racism Statement**. Incidents should be reported to SLT and recorded on a Serious Incident Form.

Serious incidents are reported to the Local Governing Board termly for each school.

10. Physical Intervention

Our commitment to positive behaviour management means that physical intervention is used very rarely, and only as a last resort when all other preventative methods have proved ineffective. We have a number of staff trained in the 'Approach' technique of physical intervention. (Refer to the **Physical Intervention Policy.**)

Section 93 of the Education and Inspections Act 2006 affirms the lawful right for a member of staff to use reasonable force. It says, "School staff may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil)
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise".

11. Review and Monitoring

The Enfield Learning Trust Behaviour for Learning Policy is monitored by the Local Governing Board and Trustees. The policy will be reviewed annually.

Signature of Chair of Trustees:	Signature of Chief Executive Officer: