**Blakehill Primary School**

**Pupil Behaviour for Learning Policy**



**Together We Can**

**http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/school.jpg**

**http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/1.jpg**

Headteacher/ SLT

|  |  |  |
| --- | --- | --- |
| **Headteacher** | **Chair of Governors** | **Review Dates** |
|  |  | Last Review: October 2024 |
| Lisa Keighley | Philip Cavalier-Lumley | Next Review: October 2025 |

## 1. Policy statement

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive (Behaviour in Schools Guidance 2022)

Blakehill Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

*Our policy is a collaborative strategy; we are one team, focused on one learning behaviour and moving in one direction*.

**2. Rationale**

Positive behaviour management is a whole school approach. The policy applies to all school activities, both in school and out of school including: breakfast club, after school clubs or activities, wraparound provision, one day educational visits and longer residential visits. Rules are few in number and are very clear. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the policy as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

## 3. Aim of the policy

* To create a culture of exceptionally good behaviour for learning, for life in the community and beyond
* To ensure that all learners are treated fairly, shown respect and to promote good relationships.
* To refuse to give learners attention and importance for poor conduct
* To help learners take control over their behaviour and be responsible for the consequences of it.
* To build a community that values kindness, care, good humour, good temper, obedience and empathy for others.
* To promote social, emotional, moral, spiritual and mental well-being through improved relationships.
* To ensure that excellent behaviour is a minimum expectation for all.

**4. Purpose of the policy**

* To provide simple, practical procedures for staff and learners that:
* Recognise behavioural norms
* Positively reinforces behavioural norms
* Promote self-esteem and self-discipline
* Teach appropriate behaviour through positive interventions

**Blakehill Safeguarding Statement**

At Blakehill Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a secure atmosphere.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Blakehill Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

**The Governing Body has:**

* the duty to set the framework of the school’s policy on pupil behaviour after consultation with the parents, pupils and staff;
* responsibility to ensure that the school complies with this policy;
* delegated powers and responsibilities to the Headteacher to ensure that staff and pupils are aware of this policy;
* delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
* appointed a Leadership Team with responsibility for monitoring behaviour to work with the Headteacher;
* the duty to support the Headteacher and school staff in maintaining high standards of behaviour;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring policies are made available to parents;
* responsibility for the effective implementation, monitoring and evaluation of this policy

**The Headteacher of School will:**

* + ensure all school personnel, pupils and parents are aware of and comply with this policy
  + work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
  + promote good behaviour by forging sound working relationships with everyone involved with the school
  + encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
  + ensure the health, safety and welfare of all children in the school
  + work with the School Council to create a set of school rules that will encourage good behaviour and respect for others
  + monitor the effectiveness of this policy

# The role of the Senior Leadership Team

# The SLT will:

# lead the development of this policy throughout the school

# work closely with the Headteacher and the nominated governor

# provide guidance and support to all staff

# provide training for all staff on induction and when the need arises

# keep up to date with new developments and resources

# work with the School Council

# monitor school support systems

# work with our Learning Mentor and SENCo to liaise closely with parents

# work with our Learning Mentor and SENCo to liaise with external agencies

# work with our Learning Mentor and organise a ‘Buddy System’

# analyse the concerns from the ‘Worry Boxes’

# track pupils through Individual Education / Behaviour Plans, Pastoral Support Plans

# review and monitor behaviour for learning

# annually report to the Governing Body on the success and development of this policy.

# 

* + annually report to the Governing Body on the success and development of this policy

# Role of Staff

# School staff are expected to:

# comply with all aspects of this policy

# encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;

# promote self-discipline amongst pupils;

# deal appropriately with any unacceptable behaviour;

# work closely with parents when appropriate

# apply all rewards and sanctions fairly and consistently;

# discuss pupil behaviour and discipline regularly at staff meetings;

# liaise when appropriate with school SENCo and Learning Mentor

# provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;

# attend periodic training on behaviour management;

# be aware of school procedures and behaviour management strategies including IEPs

# ensure the health and safety of the pupils in their care;

# identify problems that may arise and to offer solutions to the problem.

# Role of Pupils

# Pupils are expected to:

# be aware of and comply with this policy

# be polite and well behaved at all times

# show consideration to others

# make suggestions about school behaviour via the School Council

# obey all health and safety regulations in all areas of the school;

# abide by the school’s ‘Behaviour Rules’

# Abide by the school E-safety rules and SMART rules.

# Role of Parents/Carers

# Parents/carers are encouraged to:

# comply with this policy

# have good relations with the school

# support the behaviour for learning policy

# ensure their children understand and value the meaning of good behaviour

# support school rules and sanctions

# to work in partnership with the school to resolve problems.

# Role of the School Council

# The School Council will be involved in:

# determining this policy with the Governing Body

# discussing improvements to this policy during the school year

# devising school rules

# reviewing the effectiveness of this policy with the Governing Body.

1. **Setting expectations**

All pupils are explicitly taught and deliberately practice our quiet, calm entrance and exit to school. Children are supervised during all transition times including break times and lunchtimes to ensure orderly and quiet movement in and around school. All pupils are expected to adhere to the three school rules:

***Be Ready***

***Be Respectful,***

***Be Safe***

Reminders are given by all staff to reinforce whole school expectations. Examples of these reminders are:

**Silent non-verbal**: hand signal, eye contact, clapping rhythm

**Verba**l **named:** Simon, show me that you are ready by putting your pen down, eyes on me and voice off

**Un named**: I am waiting for you all to be silent. I am just waiting for one person

**Managing pupil behaviour is the responsibility of ALL members of staff. What this looks like:**

1. Model consistent positive behaviours and language at all times
2. Respond to poor behaviour with deliberate calm
3. Be consistent in reward and sanction strategies
4. School leaders and teachers that are highly visible to pupils, parents and staff
5. High expectations of all pupils and explain what this looks like this to pupils
6. Behaviour is explicitly modelled and taught
7. Ensure all pupils can secure success without lowering expectations (differentiation/ task/ support) No one wants to feel like a failure.
8. Involve parents in concerns, decision making
9. Learning environments that are calm, uncluttered, purposeful and trauma informed
10. Establish clear and consistent daily routines: meet and greet, calm environment, registration task, equipment ready on tables, visual timetables, quiet
11. Teach what ‘Be Ready’ looks like: eyes on me, lips closed, pencils down including playground expectations
12. Focus positive attention on effort, not achievement, particularly those who go over and above
13. Use the reward and sanction systems consistently - resist the temptation to issue high level sanctions disproportionately
14. Give clear instructions and guidance eg task deadlines, where to go for support, paired/group/individual work, stop signals
15. Allow for end of lesson reflection. Who did you work well with? What could have improved your effort?
16. Limit formal 1:1 interventions
17. Catch children when following a rule and praise the behaviour
18. Give clear choices for poor behaviour so the child has ownership eg “you can complete your task now or at playtime, that is your choice,” then walk away. Carry sanction through.
19. Deal with all poor behaviour unemotionally, avoiding confrontation or hostility: don’t lose your temper, deal with secondary behaviours, deal with poor behaviour publicly, refuse to shout
20. Make restorative practices the norm.

# B. Consequences for Poor Behaviour

**1. Low level Incidents**

An incident for low level misbehaviour is recorded on CPOMs. It acts a corrective reminder if a child makes a bad choice. Visual cues can be used for younger pupils and those with additional needs where appropriate.

Low level behaviour examples:

* constant talking,
* failing to follow instructions,
* not being on task,
* pushing in line, rough play at lunchtime / breaktime,
* running inside of the school building,
* not wearing appropriate uniform,
* making silly noises,
* anything that a child has previously been reminded about,
* breaks a school rule.

Incidents are numbered. If a pupil receives 3 CPOMs incidents of low-level misbehaviour during a half term, a detention is issued.

**2. Detentions / time out**

Playtime and lunchtime detentions or time out (EYFS and KS1) may be issued to provide a clear message about what is acceptable behaviour in school. D*etentions allow the child and adult time to reflect on behaviour helping the pupil identify ways of managing emotions and their behaviours more effectively*.

Detention examples:

* As a result of three incidents of low-level behaviour recorded on CPOMs
* An isolated and out of character incident of a significant nature

Actions

* Restorative meeting / conversation with class teacher
* Class teacher will inform parent of low-level disruptive behaviours and their impact
* Parents must be informed prior to the detention and reasons for this (either telephone call/face-to face conversation)
* A lunchtime detention with a member of the Senior Leadership Team
* Detention recorded on CPOMs and indication that parents have been informed

**3. Removal from class**

Removal from class is when a pupil is required to complete work independently and serve time out of class. The child should be sent to work in class alongside a member of SMT.

Removal from class examples:

* + Support self-regulation
  + Where a pupil is being openly defiant towards teacher /adults
  + Teacher feels it is unsafe for pupil to remain in class

**3.5** Actions to address no significant improvement in pupil’s behaviour

Where a pupil’s behaviour continues to be a cause for concern a number of measures are introduced to further support the child.

Measures to support examples:

* Restorative practices
* Parent involvement
* Behaviour Interventions – eg. Zones of Regulation
* Class teacher report
* Behaviour plans
* Learning mentor Intervention
* External agency involvement

Steps to follow:

* Call a meeting with parents and raise concerns about pupil’s ongoing behaviours
* Child goes on class report to monitor behaviour
* Parent, child and class teacher meet to review after a period of **2 weeks.**
* Report outcomes are shared with parents at agreed intervals (end of each day/ week)
* If all parties feel that class report is a strategy that is impacting positively on pupil behaviours and there is a significant improvement in behaviour, the class report can be withdrawn
* If all parties agree that this strategy benefits the child in regulating behaviour, the child remains on class report, with review periods of **2 weeks** until there is a significant improvement.
* See also the ‘measures to support’ section
* Escalate to phase leader involvement if behaviours continue to be a concern whereby phase leader meets with parents to discuss behaviour plan
* Relevant external agencies should be involved at this stage
* A record of all meetings, documents etc is recorded on CPOMs

**4. Internal exclusion** is from 8.30am-3:15pm and is for at least one day. The number of days spent in internal exclusion is at the Headteacher’s discretion.

Internal exclusion examples

* No significant improvement in behaviour – more than 2 detentions
* Escalation from low level behaviour
* Major corridor misbehaviour (pushing, kicking, shouting)
* Severe refusal to follow instructions
* Disrespectful behaviour towards a member of staff
* Major play/lunchtime behaviour (pushing, kicking, hitting)
* Previous multiple removals from class
* Absconding from the school building

**5. Suspensions/ fixed term exclusions**

This approach is taken when all other approaches towards behaviour management have been exhausted / incidents of a severe nature

Only the Headteacher of a school can suspend/ permanently exclude a pupil on disciplinary grounds. The Assistant Headteacher can action this after authorisation from the Headteacher.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school’s behaviour policy.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of school’s behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion

The reasons below are example of the types of circumstances that may warrant a suspension or permanent exclusion**.**

* Physical assault against a pupil
* Physical assault against an adult
* Verbal abuse or threatening behaviour against another child
* Verbal abuse or threatening behaviour against an adult
* Use or threat of use of an offensive weapon /prohibited item
* Proven bullying including, homophobic/ racist cyber bullying and bullying related to disability
* Racist abuse
* Abuse against sexual orientation or gender reassignment
* Abuse relating to disability
* Pupils and staff are unable to work in safety and are respected
* damage to school property
* continued / open defiance to an adult
* persistent disruptive behaviour/ disruption to learning
* putting themselves or others at risk
* absconding the school premises
* misconduct of a sexual nature

**6. Permanent Exclusions**

A permanent exclusion is where a pupil can no longer attend school. The decision to exclude a pupil permanently will only be taken:

* In response to a serious breach or persistent breaches of the school’s behaviour policy and;
* Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

*Where a Headteacher decides to suspend or permanently exclude:*

* The pupil’s views are taken into account
* Parents, the Local Authority and, social worker (if applicable) will be informed immediately.
* A reintegration meeting will be arranged if this is a suspension/ fixed term exclusion
* Age-appropriate work will be provided for the first five days of a suspension
* Links to impartial advice for parents will be provided
* The school’s Chair of Governors is informed of the school’s decision

**7. Managed Moves**

Managed moves arefor:

* + - Pupils at risk of permanent exclusion
    - Pupils who persistently break the school rules and require a fresh start elsewhere

# 8. Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help Blakehill Primary School pupils make better choices and learn the right lessons.

**Pupils with more complex needs/ SEND**

Schools are explicitly required to consider the support that has been provided to the pupil (at the time of a behaviour incident and beforehand) and whether this was adequate. A graduated approach by assessing, planning, delivering and reviewing the impact of the support should be adopted, as well as adjusting Behaviour Policies and other school policies to avoid particular/substantial disadvantage in their application to these pupils. Schools should anticipate likely triggers for misbehaviour and put in place support/interventions to prevent these, as well as using de-escalation techniques, and pre-agreed scripts and phrases where appropriate.

If adjustments are not made for pupils with a disability that can manifest in a breach of discipline if their needs are not met, a decision to sanction (including a decision to suspend or permanently exclude, and removal from class) may be discriminatory.

**Related policies and Guidance**

Pupil Exclusion Policy

Anti-Bullying

Behaviour in Schools Guidance (2023)

Equalities Policy

SEND policy

Education and Inspections Act (2006)

Education Act 1996

Education Act 2002 (amended 2011)

E-Safety

The School Discipline Regulations 2012

1. **Incidents – CPOMs low level behaviours**

Examples:

* constant talking,
* failing to follow instructions,
* not being on task,
* pushing in line, rough play at lunchtime / breaktime,
* running inside of the school building,
* not wearing appropriate uniform,
* making silly noises,
* anything that a child has previously been reminded about,
* breaks a school rule.

Consequence:

Record on CPOMs. 3 Incidents = detention/ time out

Visual cues can be used for younger pupils and those with additional needs where appropriate

**4. Internal exclusion**

Examples

* No significant improvement in behaviour – more than 2 detentions
* Escalation from low level behaviour
* Major corridor misbehaviour (pushing, kicking, shouting)
* Severe refusal to follow instructions
* Disrespectful behaviour towards a member of staff
* Major play/lunchtime behaviour (pushing, kicking, hitting)
* Previous multiple removals from class
* Absconding from the school building

Consequence:

Pupil works independently out of class in designated area from 8.30am-3:15pm for at least one day. The number of days spent in internal exclusion is at the Headteacher’s discretion.

Consequences for managing pupil misbehaviour- at a glance

**2. Detention**

Examples:

* As a result of three incidents of low-level behaviour recorded on CPOMs
* An isolated and out of character incident of a significant nature

Consequence:

Lunch/playtime detention (or time out KS1) with a member of staff. Reflection activity completed.

**3. Removal from class**

Examples:

* + Support self-regulation
  + Where a pupil is being openly defiant towards teacher /adults
  + Teacher feels it is unsafe for pupil to remain in class

Consequence

Pupil completes work independently and serve time out of class. The pupil should be sent to work in class alongside a member of SMT

Short term an instant option.

**5. Fixed term exclusion / Suspension**

Examples:

* Physical assault against an adult
* Verbal abuse or threatening behaviour against another child
* Verbal abuse or threatening behaviour against an adult
* Use or threat of use of an offensive weapon /prohibited item
* Proven bullying including, homophobic/ racist cyber bullying and bullying related to disability
* Racist abuse
* Abuse against sexual orientation or gender reassignment
* Abuse relating to disability
* Pupils and staff are unable to work in safety and are respected
* damage to school property
* continued / open defiance to an adult
* persistent disruptive behaviour/ disruption to learning
* putting themselves or others at risk
* absconding the school premises
* misconduct of a sexual nature

Consequence:

A pupil is temporarily removed from the school and required to complete work at home. The number of days spent out of school is at the Headteacher’s discretion but proportionate to behaviour and context.