



Behaviour for Learning Policy

Ours is a school that develops children's skills and values for lifelong learning and fulfilment

Reviewed: September 2018

Ratified by Governors: 3rd December 2018

At West Blatchington we are dedicated to creating a happy, safe and inspiring learning environment based on mutual respect and trust for everyone in the school community. This is to enable all children to achieve their full potential and develop as respectful and responsible citizens.

Aims of the policy:

- To promote positive behaviours for learning
- To promote a positive ethos in the school by encouraging a shared understanding through the school's vision
- To support children in becoming positive, responsible and independent members of the school community through building their self-esteem.
- To support children in understanding what respect looks like and how to show respect for others
- To promote an environment where everyone has the ability to express how they are feeling
- To promote good relationships so that people can work together with the common purpose of helping everyone to learn and succeed
- To ensure that everyone takes responsibility for their actions and choices and are aware of how their behaviour impacts on others around them
- To provide a clear outline of the structure of positive behaviour strategies used in both the classroom and around the school

Responsibility and Rights:

We believe that everyone has a part to play.

Everyone has the right in our school to learn, be respected, to be safe and to be listened to

Responsibility of the child:

- To do their best
- To observe the golden rules
- To dress in accordance with the school uniform policy including policy on jewellery
- To ask for help when needed
- To listen when others are speaking

- To follow instructions from all members of staff and other adults within the school e.g. Governors, people from external organisations
- To be involved in resolving issues fairly
- To allow others the opportunity to learn

Responsibility of the Governors:

- To support the school in the implementation of the policy
- To regularly review the policy and offer advice to the head teacher on disciplinary issues if required
- To adhere to the core expectations for staff (see separate document entitled Core Expectations for Staff)

Responsibility of the Staff:

- Staff will be fully prepared for lessons so that children’s learning is maximised to the full
- Model professional behaviour towards each other, pupils and their families at all times
- Ensure that all members of the school community understands the need for all children to feel emotionally and physically safe, and to respond in line with the safeguarding policy and associated procedures
- That unacceptable behaviour is challenged by all, using the Restorative Approach where appropriate
- To be consistent in their approach to ensure children are clear about what is expected of them

Responsibility of the Parent:

- To talk to the class teacher or other member of staff constructively if concerns arise
- To ensure their child attends regularly and on time
- To talk to their child about their school day

It is the whole school community’s responsibility to ensure the principles of the behaviour policy are supported.

Consistency of practice

- All staff who work at the school, governors and parents have access to a copy of the policy
- Newly appointed staff will receive a copy of the policy in their induction pack and have an induction session with the senior learning mentor. This is now a requirement in line with the amended Keeping Children Safe in Education document and is a formal part of the induction process
- The policy is discussed regularly in phase meetings and staff meetings to ensure consistency
- Children causing concern are discussed at phase meetings, Senior Leadership meetings as appropriate
- Non-teaching staff are included in appropriate information sharing
- All staff to receive regular training and support on behaviour management
- Whole school routines to be monitored by Senior Leadership Team

We recognise and respect individual needs

Inclusion for all children:

At West Blatchington Primary and Nursery School, we recognise that some pupils, such as those with ASD, ADHD and social, emotional and mental health difficulties, may be unable to comply with all aspects of the behaviour policy. The school will make every effort to make reasonable adjustments to meet the needs of these pupils. It is the class teacher’s responsibility, either through a conversation or via the class information sheet, to let other staff members and supply teachers know of any adjustments that have been made for particular children. These children may, if needed, have a behaviour support plan in place.

We are proud to be part of our school community

Behaviour for learning: Learning Heroes:

To promote the skills required to develop 'good behaviour for learning', pupils are introduced to five Learning Heroes. The Learning heroes are Resilient, Relating, Resourceful, Reflective and Responsibility. The learning powers associated with the five heroes underpins our everyday practice and equips all pupils as learners. Pupils are empowered to take risks, learn from one another and from their mistakes and be enabled to see this as a necessary and important part of the learning process.

In order to develop an effective learning culture throughout our school the learning behaviours are embedded in everyday practice and are used when giving praise and rewards.

Expectations:

To follow the school golden rules:

We are kind and helpful
We listen to one another
We persevere and work hard
We look after our learning environment
We are gentle
We are honest

Uniform and jewellery:

All children are expected to wear full school uniform every day unless previously agreed for special days or trips. The uniform consists of:

- Grey or black trousers or skirts
- White polo shirt or shirt
- Red sweatshirt, jumper, cardigan or fleece
- Sensible and smart footwear including boots, Girls shoes should be flat/low heeled shoes or boots, (please note that this does not include brightly coloured trainers or inappropriate sandals)

The PE uniform consists of:

- White T-shirt
- Red shorts
- Track suit bottoms (in winter)
- Plimsolls or trainers

The only jewellery that is allowed are stud earrings for health and safety reasons. We also do not allow children to wear make-up to school and they will be asked to remove it when they come into school.

Movement around the school:

- Children need to walk on the left, in single file, and are expected to move around the school safely and quietly

- Class teachers should be at the front of the class
- Teachers collect classes from the playground / field and enter the school through the appropriate door. Support staff should help facilitate a quiet line into the school building

Assemblies:

- Assemblies need to start promptly so children are not sitting for long periods of time waiting
- Children to be seated in line order by the class teacher
- Class teachers should stay in the hall until the assembly begins
- The expectation is that children enter and leave the hall quietly
- Children who do not make good choices in assembly are to be noted in the Assembly Book (held in both offices) and spoken to at the end of assembly. Assembly books are monitored by learning mentors.

Behaviour at Break and Lunchtimes:

During break and lunch times we provide some structured activities to support happy playtimes.

- The playground is zoned and each zone is allocated an activity. The activities may include: parachute games, ball games, skipping, football, circle games, etc
- The support staff on duty are expected to participate and engage children in games on the playground
- Support staff use Restorative Justice language to facilitate children resolving disagreements on the play ground
- Blue slips are written for children demonstrating positive behaviour choices. These are shared with the class teacher at the end of break and lunch to reward the children
- Support staff are able to facilitate **'Reflection time'** where the child has to sit with an adult to talk through positive choices. This is up to a maximum of 5 minutes
- **Reflection time** is also to be used as required in Breakfast club and after school clubs
- Grey slips are written for children who do not follow the golden rules at break and lunch times, these are then reviewed by the Learning Mentor and entered onto the school's recording system, CPOMS. This is so that teachers are aware of any problems at break time but the feedback does not interfere with learning time
- Teachers establish with their class any additional expectations in relation to wet play activities. Wet playtime activities are available for the MDSAs to supervise. These are kept in each classroom

We work together in a safe, happy and nurturing environment

Positive Behaviour Management- Rewards and Consequences:

As a school we encourage the children to recognise and reflect on the importance of making good behaviour choices. This will help children understand and take responsibility for their own behaviour. Pupils can expect to be recognised for positive choices and where appropriate, be given one of the rewards the school offers. All of these are clearly outlined to the children at the beginning of the academic year. See appendix.

Rewards:

- Learning hero certificates given at the end of each term
- Token for children who have been recognised to have gone above and beyond on that day
- Verbal praise from a member of staff
- Star of the Week for impressive academic work, linked to the learning heroes

- Written comments on children’s work
- Acknowledgement from another member of staff, including SLT
- Public praise in the school newsletter
- ‘Stickers to Success’ for whole class (Autumn term only)
- Working With Others champion certificates given Termly in allocated WWO assemblies

In addition to this there is a consistent and fair system for inappropriate behaviour choices. All children’s names start the day on ready to learn, if a child makes an inappropriate choice their name will move onto ‘choices’, if this behaviour continues they will be moved onto ‘turn it around’. Whilst on ‘choices’ or ‘turn it around’ the adult will help the children to make good choices and make their way up to learning hero. However, if inappropriate behaviour continues they will be placed on reflect and reset. For more serious behaviour children could move straight to reflect and reset.

Consequences and proactive intervention:

- Praise positive behaviour of another child who is making good behaviour choices in the class at the time to remind them about expectations.
- Placement and use of peripheral vision in order to pick up on low level behaviours
- Quiet discussion with the child to remind them about teachers expectations
- Being placed on reflect on the classroom behaviour system, resulting in reflection time at break time. All behaviour that reaches this point is recorded on the class’s behaviour record.
- Use of Restorative Justice (RJ) language to resolve minor issues.
- Reset, relocation of a child in the classroom or in more extreme cases to a partner class.
- Work that is not completed in class will be sent home to finish
- Removal from the class by Senior Leadership Team or Senior Learning Mentor if behaviour poses a risk to themselves or others
- Internal exclusions for half or whole day. This could be in another class in the same Key Stage or in the other Key Stage as appropriate. This will be agreed by Senior Leadership Team or the Senior Learning Mentor
- Fixed term exclusions are agreed by the Head teacher or a member of the Senior Leadership Team acting in that role in the Head teachers’ absence.
- A parent / carer being asked to come into school to work alongside their child to complete work.
- Child not representing the school in extracurricular events or matches. I.e. choir, football, netball team
- Restorative Justice conferencing
- Linking in with PCO (Police communications officer)
- Permanent exclusions

Low level behaviour:	Behaviour:	Significant behaviour:
Punctuality Talking and shouting out Unkind comments Verbally challenging agreed code of conduct Running in the school building	Any persistence of low level behaviour Arguments at play and lunch Distracting others Lying Physical Defiance Aggressive language	Fighting Bullying (including Cyber) Prejudice based incident Refusal to accept a sanction

All behaviour incidents are dealt with on an individual basis which allows for the most appropriate consequence to be given in order to move the situation forward and allow the child to reflect on the

choices made. In the case of high level behaviour many factors could be involved which is reflected in the consequences.

Restorative Justice:

Restorative approaches refer to a range of methods and strategies which can be put in place to resolve relationship-damaging incidents once they occur as well as preventing such incidents from occurring. Our school is embedding restorative principles in the prevention of harm as well as in the resolution of conflict.

Restorative approaches are in place and used to improve relationships and diminish harmful conflict in our school. They are also used to alleviate problems such as bullying, classroom disruption and attendance.

Restorative justice is the process that emphasises the importance of feelings and their effect on relationships.

Restorative Circles and conferences enable those who have been harmed to convey the impact of the harm to those responsible and those responsible acknowledge this impact. All involved make the decisions on what is needed in order to take steps to put it right.

Behaviour: West Blatchington’s Learning Curve



Our school behaviour for learning system has a neutral starting point with every child beginning the day on ‘ready to learn’. The children can then move to ‘Good learning’, which, with teacher praise, indicates to the child that they are doing well. If the child’s learning behaviour improves further (working above and beyond where they would normally be) they can then move to ‘learning hero’.

For this they would receive a token for their team.

If, however, a child is finding managing their behaviour difficult, they will be moved to ‘choices’. By moving, the Curve encourages reinforcement that they need to change their learning behaviour using a positive choice. It also allows the child time to get back on track.

If this opportunity is not taken and the behaviour continues to fall below school expectations, the child will be moved to ‘turn it around’. At this point, the teacher is looking for them to correct their behaviour and move back up the chart to ‘ready to learn’. The adult will co- regulate with the child, explaining exactly what needs to change and a strategy to help them achieve this.

A further move will take place if the behaviour does not change: the child’s name will be moved to ‘reflect and reset’ and they will have a 3 or 5 minute reflection time during their break, depending on their age.

During this reflection time, the child talks to the teacher about what the expectations are for the next lesson, using visual aids as a prompt. The child can be moved back to 'ready to learn' once this reflection has taken place. The child may be asked to take their learning to a partner class if behaviour continues beyond reflect. This is recorded on CPOMS under the appropriate category.

Reporting and Recording of behaviour –

CPOMS:

Every member of staff has access to our school monitoring system CPOMS (Child Protection Online Monitoring System). Behaviour incidents are inputted to CPOMS using 4 different categories; Low level behaviour, behaviour, significant behaviour and lunch and break time behaviour. Every term the Senior Learning Mentor collates all of the information and a behaviour report is published. From this the class teachers and our Senior Learning Mentor are able to monitor patterns in behaviour across the school and identify strategies to further improve behaviour for learning.

The grey slips that are used by LSA's and MDSA's are inputted under break and lunch time behaviour and will appear on that child's report allowing the class teacher to see an overview of that child.

The termly report to SLT uses the data on CPOMS and focuses on the children that have been placed on the behaviour framework from level 1 upwards. Each child's overall behaviour for learning is looked at and measured against the previous half term.

If a behaviour incident also involves a safeguarding issue, relevant information will be passed on to the Designated Safeguarding Lead who will take appropriate action in line with the school's Safeguarding and Child protection policy.

Individual behaviour plans:

As specified in behaviour framework guidance, all children on level two will have individual behaviour support plans. These will be drawn up with input from class teachers, parents and the pupil. These plans will be subject to regular review.

- Level 2 - Every half term
- Level 3-4 - Every 2-3 weeks
- Level 5 - Weekly

Once reviewed, an email will be sent to all key staff ensuring that they have the most current document.

At stage 1 of the behaviour framework (See appendix) when a child has a growing number of behaviour incidents the class teacher will contact the parents. If a child moves into stage 2 a letter will be sent to the parents to arrange a meeting with the Senior Learning Mentor to discuss the behaviour and set behaviour targets. If the behaviour incidents continue a meeting is arranged with a member of the Senior Leadership Team and a Behaviour support plan is put in place. Where appropriate, at this time or during any stage, a referral may be made to outside agencies to access additional support; this could include Brighton and Hove Inclusion Support Service (BHISS- SEMH), CAMHS or any other relevant agency.

On-Call system:

On-Call is used for aggressive or destructive behaviour in class, which poses a risk to the individual or

others in the class. **If there is danger to others then the class should be removed for their safety.** In this instance, the Senior Learning Mentor should be called for and if they are unavailable then a member of Senior Leadership Team should be contacted. A succinct summary of events should be relayed at this point. The on-call staff member will come to the classroom immediately. The adult present should calmly inform the on-call staff member which child is involved. **The behaviour should not be discussed in front of the child or class.** After discussion, the Senior Learning Mentor will inform the Head teacher / Assistant Head teacher.

Positive handling:

Staff at West Blatchington Primary and Nursery School will always use a wide range of strategies to defuse any difficult behaviour.

The school provides regular training for staff in physical intervention (and alternatives to it) along the lines of the Maybo approach. There are named members of staff that have been trained in Maybo positive handling. During training, staff are made aware of statutory guidance. A register is kept by both the Office Manager and the Designated Safeguarding Lead of staff who are Maybo trained.

Physical interventions with pupils should only occur as a last resort where

- There is a developing risk of serious harm to individuals, (including the pupil concerned) or an imminent risk of significant damage to property
- Verbal calming techniques have not resolved the situation

Where restraint has been used, the incident is recorded on serious incident forms. These are saved on CPOMS. We provide appropriate conflict resolution and/or restorative justice dependent on the pupils' needs and the needs of the parties involved in any such incidents.

Exclusion:

This is used only for an extreme behaviour incident. At West Blatchington Primary and Nursery School, we take incidences of violence, bullying (See anti bullying policy including cyber bullying), racism and prejudice based language very seriously.

Fixed term exclusions:

The time period for a temporary exclusion is determined by the Head teacher, and usually falls within 1-5 days. If an exclusion extends to a 6th day a reciprocal arrangement exists between the Hangleton Infant and Junior schools, and Goldstone Primary School, where pupils will attend accompanied by a member of staff and work is provided.

If the fixed term exclusion is at home, work will be arranged for the child to complete and the parents must agree to not allow their child to be outside of the home for the duration of the exclusion

All cases will be reviewed and judged on an individual basis, and decisions made in consultation between the Head teacher/Deputy Head teacher and class teacher and Senior Learning Mentor. Only the Head teacher or the appointed person in the absence of the head may exclude a child. It is the responsibility of the Head teacher/ Deputy Head teacher to complete the appropriate paper work and report it to the Local Authority and parents. A reintegration meeting will be convened with the Head teacher, child and parent/carer on the child's return to school. The Senior Learning Mentor may be invited to attend. Parents will be informed of this by letter. The Governing Body is informed of all exclusions.

Permanent exclusions are very rare, they are in accordance with Brighton and Hove Policy (a copy is available from the school office).

The school will always endeavour to keep a child in the education system and exclusion, fixed term or permanent, is always a last resort.

Bullying & Prejudice based incident:

This policy should be read in conjunction with the Anti Bullying Policy as well.

Reference to other policies:

Teaching and learning	Disability
Health and safety	SMSC
Inclusion and SEND	<u>LA exclusion policy</u>
PSHCE	<u>Governments Physical restraint policy</u>
Equality	Anti bullying policy
Child Protection and Safeguarding	

Monitoring the policy:

The policy will be reviewed annually and ratified by the full Governing body.

Behaviour Framework

Levels of Need	Possible Behaviours	School Interventions	School Actions
<p>Level 1: Causing Concern</p> <p>Action: Monitor & Assess - Log behaviour and carry out early assessment of need</p> <ul style="list-style-type: none"> Identified lack of progress and attainment Poor attendance - 90%? BESD presentations – beginning to infringe school policy Incidences of poor social communication and integration difficulties 	<ul style="list-style-type: none"> Lateness and absence Non-engagement with learning Not completing tasks Not able to keep to expected behaviour expectations Incidents of Low level disruption – calling out/noise making/not following instructions logged on CPOMS Withdrawal and or social integration problems SEMH concerns that result in an INCO team referral 	<ul style="list-style-type: none"> Regular discussions with other school staff – School Children Causing Concern Establishing expectations with pupil – early identification of concerns and need Parent/Carer meeting with class teacher Clear, consistent behaviour policy in place (class charter, rules, scripts etc.) Celebrating individual successes – catching the good, peer recognition and involvement e.g. Roles and Responsibilities, Spotting talents Inco referral completed Investigation into learning – Pupil Progress meetings discuss lack of progress, barriers to learning and appropriate agency support e.g. BHISS, SALT, EMAS Individual visual timetable Use of Buddies, alternative lunchtime clubs, match right child to right adult Current and up to date Staff Training E.g. on De-escalation/Conflict resolution and Positive Handling/Restraint where appropriate Classroom/ Environment modifications e.g. workstations , visual prompts Identify learning style Sharing positives with identified adult 	<ol style="list-style-type: none"> Meet with parents/carers – Build a picture of the child Evidence of Quality First Teaching (by HT/Ofsted) Peer teaching support & SLT Observations and Action planning Regular discussions with appropriate staff around ‘Children Causing Concern’ Class environment modifications e.g. work stations/visual timetables INCO referral Auditory/visual/sensory needs analysis Use of Nurture Intervention Friendship/Social communication groups
Levels of Need	Possible Behaviours	School Interventions	School Actions

<p>Level 2: First Response</p> <p>Action: Plan & Record - Action plan and Build a picture of the Child and their needs. Keep formal records, Children Causing Concern reports, class learning and behaviour logs that are forwarded to Head teacher/SENCO and Early help</p> <ul style="list-style-type: none"> Continued poor progress and attainment Patterns of non-attendance – 90%? BESD presentations – patterns and frequency of poor behaviour increasing Continued poor social integration 	<ul style="list-style-type: none"> Persistent lateness or absence Frequent refusal and lack of engagement Regularly disrupting lessons Increased levels of conflict – arguing with staff and pupils/ swearing/physical incidents Frequent attention needy behaviours Ongoing social integration problems e.g. Teasing, stealing spoiling game playing etc. 	<ul style="list-style-type: none"> Add to Beh Framework grid / report individuals incidents to SLT half termly Via CPOMS Early Help –BHISS & Family Support Further investigation into social, family and learning needs Parent/carer meeting with SLT/SENCO Home/school agreement plan Individual personal support plan – clear rewards and consequences (adaptation of main policy if necessary) Draw up individual profile of child, their needs, trigger points, ‘soothers’, key adults etc. so all adults supporting them understand the needs of the individual -including Supply staff.- child voice driven Intervention group e.g. Nurture Support, Friendship and social communication group etc. Triple P parent support Create safe spaces around the school Develop shared scripts for all staff to use (Regular and continued staff training appropriate to the needs of the children and the roles of the adults) 	<ol style="list-style-type: none"> 1.Meet with parents/carers – Relationship building 2.Early Help Assessment 3.Individual Personal Support Plan (PSB)AND/OR SEND action plan 4.Use of internal isolation as required 5.BHISS- SEMH referral 6.Use of Learning Mentor/key worker 7.Wellbeing referral
<p>Level 3: Specialist Support</p> <p>Action: Refer - Review school action plan of support and refer for specialist (multi-agency) advice and investigation</p> <ul style="list-style-type: none"> Increasingly poor behaviour - may lead to internal and FT exclusions Lack of response to support and intervention Personalised support and behaviour plan required 	<ul style="list-style-type: none"> Persistent lateness or absence Behaviour is a serious barrier to learning Regular refusal Often in ‘fight/flight/freeze mode’ Needs high levels of individual support Greater levels of conflict – overreacting to small incidents Temper outbursts Use of abusive and threatening language 	<ul style="list-style-type: none"> Counsellor (child & Parent/Carer) Personalised learning programme – bespoke approach Use of Breakfast clubs and After school clubs as incentives and provide alternative positive hooks to the school environment Referral for FDFF for services EP consultation – school and Parent/carer Provide individual provision map on what the child has /hasn’t received to establish next steps Personal support plan reviewed regularly 	<ol style="list-style-type: none"> 1.Meet with parents/carers – keep informed, alleviate anxiety and outline next steps 2.Use of INA or other individual adult support 3.Refer FDFF 4.BHISS- EP referral 5. Professionals Meeting

<ul style="list-style-type: none"> Regular involvement of SLT required 	<ul style="list-style-type: none"> Bullying behaviours Leaves classroom at will/hides/puts themselves in unsafe situations 		<p>6. Personalised Curriculum and/or Timetable</p> <p>7. BHISS- SEMH individual pupil support and supervision for teaching staff</p> <p>8. Use 'buddy' or partner school in place of FT exclusion</p>
<p>Level 4: Intensive Support</p> <p>Action: Do & Review - Put in place specialist recommendations and review impact and progress</p> <ul style="list-style-type: none"> Embedded patterns of non-attendance Emerging patterns of fixed term exclusions Persistent lack of response to school policy and expectation Intense level of support required in order to access school at all 	<ul style="list-style-type: none"> High SLT involvement Regular outbursts towards staff and peers Relationships with key adults deteriorates Frequent bouts of destructive behaviours – throwing furniture and objects in temper rages Works to own agenda Unpredictable and unsafe behaviour patterns – putting themselves and others at risk Spits at staff and peers Self-harms or threatens to hurt themselves Steals on a regular basis Damages school property (brings dangerous items into school) Runs off site Behaviour impacts on wider school community e.g. Police involvement is required 	<ul style="list-style-type: none"> INA attached to child for class/playground or both Personal Support plan and Profile reviewed weekly Creative, personalised and integrated timetables (working to the child's strengths) Investigate other additional settings to improve school engagement and raise self-esteem e.g. forest schools, local sports/ social clubs Ongoing multi agency meetings – specialist reviews and supporting next steps e.g. Managed Moves Withdrawal into Nurture/Calm Space if appropriate to sustain school attendance, educational opportunity and social integration – prior to slow return and re-integration into school routines Draw up Risk assessments around child's needs and levels of provision required over the course of a school day – share with all staff and adults working with the child Review evidence – initiate ECHP 	<ol style="list-style-type: none"> Meet with parents/carers – help to make informed choices for their child's education and well-being Ensure curriculum and school routine works Refer to BAP CAMHS referral Managed Move to another school (not automatic referral to the PRU)
<p>Levels of Need</p>		<p>Possible Behaviours</p>	<p>School Interventions</p>

<p><u>Level 5: Critical Need</u></p> <p><u>Consultation with LA</u></p> <ul style="list-style-type: none"> • All previous interventions have been unsuccessful • Grave concerns from school and outside agencies of suitability of current school setting • Behaviour leads to critical incidences 	<ul style="list-style-type: none"> • No improvement after considerable and sustained input and support from all agencies • Ongoing serious and unsafe levels of behaviour risking harm to both themselves and others • Staff and pupils regularly hurt – requiring Health and safety incident reports • Very little of any academic progress is being made 	<ul style="list-style-type: none"> • Intensive multi-agency action planning meeting • Parent/carer involvement in appropriate placement discussion • Bespoke individual specialised provision required – LA to advise 	<p>1.PRU/ Specialist provision may be required</p>
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