

S107 Behaviour for Learning Policy

Introduction

Our students should be able to thrive in a safe, secure and happy environment. We believe our students have a right to learn and our teachers have a right to teach without disruption and everyone has a right to safety, dignity and respect. It is our duty to see that these basic rights are upheld.

S107 plays a central role in its children's social, emotional and moral development and works towards standards of behaviour based on our values of: Care, Success, Inclusivity and Innovation, irrespective of level of ability, race, gender, creed or nationality. This policy should be read in conjunction with the Anti-Bullying Policy.

The Behaviour Policy determines the boundaries of acceptable and unacceptable behaviour, and describes the range of rewards and sanctions and how they will be fairly and consistently applied.

Aims and objectives

Overall, this policy aims to:

- Create an environment which encourages and reinforces good behaviour by fostering positive caring attitudes where achievements are acknowledged and valued by everyone
- Value every member of our school community by promoting positive, caring and good humoured relationships throughout the school
- Develop self esteem and personal qualities of honesty and respect for truth
- Respect cultural and other differences and develop a strong sense of community
- Ensure that all adults in the school understand and have a consistent approach to both positive and negative behaviour, as outlined in the policy and that all members of the school are working towards the same goal: to achieve excellent behaviour.
- Ensure that the school's expectations and strategies are widely known and understood, encouraging the involvement of both home and school in the implementation of this policy
- Help set good habits early and intervene promptly where there is poor behaviour
- Ensure that praise is regularly used as an incentive for good behaviour, and is preferable to the use of sanctions for poor behaviour
- Promote increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- Develop in children an understanding of what is appropriate and acceptable behaviour in different circumstances

Expectations

We recognise that in a community as diverse as ours, children are likely to have previously experienced a wide variety of behavioural expectations. In order for the school to exist in harmony and be a safe and fair place to be, there need to be certain shared expectations of children, parents and staff. These expectations are intended to ensure that every person at our school is valued and respected and are underpinned by the school's Golden Rules, which are an overall statement of behaviour valued in our school.

Children should:

- Respect and be tolerant of others
- Be honest, fair, kind and considerate towards others
- Be active in helping to look after others
- Respect property and the environment in and out of school
- Respect belongings, both others and their own

- Be polite and courteous at all times
- Work to the best of their abilities, and allow others to do the same
- Follow instructions of school staff and other adults working with them
- Follow the Golden Rules and take responsibility for their own actions

Staff should:

- Model, encourage and develop the above qualities in children in their care, setting clear standards and expectations of behaviour
- Make time to discuss the school's expectations with children (formation of class rules etc).
- Encourage, praise and reward good behaviour
- Encourage reflection on situations and the development of empathy
- Encourage children to suggest solutions to problems wherever possible
- Encourage children to take responsibility for their own behaviour and learning
- Raise children's self esteem and develop their full potential
- Create a safe and pleasant environment, physically and emotionally
- Provide challenging, interesting and relevant learning opportunities
- Use rules and sanctions clearly and consistently
- Ensure the appropriate supervision of children throughout the day
- Form relationships with parents so that there is open communication of positive and negative behaviour and all children can see that the key adults in their lives share a common aim
- Recognise that each child is an individual, being aware of their personal needs

Parents should:

- Demonstrate respect for others
- Be aware and supportive of the school's expectations and their implementation
- Co-operate and be supportive to ensure that the school's objectives become reality
- Foster good relationships with the school, providing teachers with any information about their child that may affect his/her well-being, behaviour and safety
- Follow the Golden Rules when in School
- Encourage independence, self-discipline and responsibility in their children
- Show an interest in all that their child does in school

Implementation

At S107, we pride ourselves on our positive and purposeful ethos and on the politeness and courtesy of pupils. This does not just happen; it is achieved and maintained by the setting and upholding of high standards by all staff, pupils, parents and other adults and by showing care and respect for each other, as individuals.

At the beginning of each school year we have a 'training month' when teachers discuss fully the expectations of children's behaviour. During this period teachers will:

- Work with the children to draw up a set of rules for the class based on the Golden Rules and the principles stated in this policy.
- These rules will be signed by all the class.
- Display the rules for all to see in the classrooms.
- Ensure that these rules are followed and expectations are met.
- Share and discuss playground rules and movement around the school.
- Use the Golden Rules as the basis for assemblies.

Good behaviour throughout the year is encouraged by:

- Teachers setting high expectations and modelling high standards of behaviour
- Setting clear expectations for routines such as: lining up, dining room behaviour, movement around school, entering and leaving assembly
- Modelling of appropriate behaviour by all adults within school
- A shared responsibility by all to reinforce good behaviour in a consistent manner throughout the school
- Using opportunities such as: PSHE, Circle Time and assemblies to promote and reinforce good behaviour and the Golden Rules
- Providing children with the opportunity to hold positions of responsibility – e.g. classroom jobs, playground

- equipment duty and school council
- Providing children with a range of activities and equipment for playtimes

Appendix A develops ideas related to improving behaviour.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures; the 'catch them being good' approach. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Types of reward include:

- Praise – rates of praise for behaviour should be as high as for work and can be informal and formal; public and private; to individuals and groups; verbal and written
- Weekly certificates or awards
- Class reward system
- School reward system of house points on isams
- Extra treats as a result of Team initiatives (e.g. tidiest bags, best behaved at lunch, etc.)
- Appendix B contains further examples of the way in which praise and rewards are used in Early Years and Primary

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. In an environment where respect is central, disapproval is a powerful reprimand. An opportunity for discussion and reasoning should always accompany sanctions, enabling the pupil to learn from their misdemeanours and make the right choices in future. Underlying causes should be considered to find ways of preventing the continuation of unacceptable behaviour.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied – relate back to rules
- It must be made clear what changes in behaviour are required to avoid future punishment
- Consequences of further persistent misbehaviour are made clear
- There should be a clear distinction between minor and major offences, and it is important that the sanction is in proportion to the offence
- Full investigation must have taken place where more than one pupil is involved in an incident
- Sanctions should be age appropriate
- Group punishments should generally be avoided

Inappropriate behaviour is not tolerated and wherever possible sanctions should be constructive and immediate, following appropriate and adequate warning. Staff will deal with incidents according to the following graded approach:

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| Level 1 | First warning: verbal reprimand by the teacher; ensure that the child understands reasons and that any repetition of the behaviour will lead to other levels of response. |
| Level 2 | Second warning: time aside in the classroom. If appropriate, this may be accompanied by a loss of privileges. A record of concern to be logged. |
| Level 3 | Third warning: Loss of privileges – sanctions such as missing part of a break time or a favourite activity (non-curricular). Parents will be informally told of the behaviour. |
| Level 4 | Repeated misbehaviour or more serious examples of poor or disruptive behaviour e.g. minor aggressive physical contact, swearing or disrespect: child goes to Head of Pastoral to be managed. Parents and Head of Secondary/Primary are informed. A course of action is discussed and agreed. Incidents must be recorded on isams using the serious incident form. |

- Level 5** Further repetition or deterioration of behaviour: child is referred to Head of Primary/Secondary and parents are called in. A further course of action is discussed and agreed, and the meeting is recorded. Incidents must be investigated and recorded.
- Level 6** **Internal Isolation:** Severe cases of unacceptable behaviour which affect the safety or well-being of others, such as fighting or threatening behaviour: incidents are reported immediately to the Head of Secondary/primary and the Head of School or Deputy Head of School are informed, and parents are called in to meet. A course of action will be agreed, and the parent(s) will be asked to take their child home to reflect on their actions. Incidents must be recorded on isams using the serious incident form.
- Level 7** **Fixed Term Exclusion:** in exceptional circumstances, including continued Level 6 behaviour or proven continued bullying, incidents involving racism, threatening or aggressive behaviour a pupil may be excluded for a fixed term. Only the Head of School (or the Deputy Head of School in their absence), has the authority to exclude a pupil and in such a case the parents would be informed immediately, and the reasons and future expectations given.

Appendix A outlines further examples of sanctions and ways to deal with unacceptable behaviour, together with examples of unacceptable behaviour.

Note that disputes or one-off incidents, particularly of an aggressive nature, involving more than one child, will need to be thoroughly investigated. Whilst these incidents are not necessarily examples of bullying, similar approaches to dealing with them will be used.

Monitoring and review

The SLT has the day to day responsibility of ensuring that this policy is adhered to, however all employees and partners in the school have responsibilities to promote good behaviour and discipline.

This policy should be available on the website and made known to all new parents, pupils and staff.

It is the responsibility of the SLT and Board to monitor the effectiveness of this policy and to review it annually, in order that it remains meaningful and current.

Policy Review

This policy will be reviewed when necessary and at least every four years.

Appendix A – Implementation

Consistency

All staff should instruct the children in good manners and courtesy, reminding and correcting them, when appropriate. For example, children are expected to hold doors open for adults, address people by name and always remember to say 'please' and 'thank you'.

Modelling

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

The curriculum and learning

Appropriately structured and effective learning contributes to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour.

Classroom environment

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment and atmosphere gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, enthusiasm towards teaching and learning, arrangements of furniture and groupings all have a bearing on the way children behave. Praise should be used to encourage good behaviour as well as good work.

Rules, routines and procedures

Rules, routines and procedures should be designed to clearly show pupils how they can achieve acceptable standards of behaviour. They should be kept to a necessary minimum and should be positively stated, telling the children what to do rather than what not to do. Everyone involved should be actively encouraged to take part in their development. They should have a clear rationale, made explicit to all and should promote the idea that every member of the school community has responsibilities towards the whole. They should be consistently applied and enforced.

Supervision

As a school, we take our responsibilities towards supervising pupils seriously, recognising the impact this has on appropriate behaviour. Different levels of supervision are required for children at different levels of development, and we recognise that as they grow older children need to be given greater responsibility for their own actions. On occasions therefore, it may be necessary for children to work in unsupervised groups around the school. Good working habits should be encouraged, but nevertheless care and judgement should be taken in such instances to ensure the safety of the children.

Parents too have a responsibility for the supervision of pupils by informing the school of any worries or concerns they may have concerning the well-being of their children. They should also ensure they adequately supervise their children once they have been 'handed back' at the end of the school day.

Appendix B – Rewards and positive encouragement

Strategies for positive encouragement

- Modelling desired behaviour so children know the expected standards
- Giving attention for success, rather than failure, i.e. "catch them doing good"
- Giving positive feedback and praise (verbal and written)
- Sharing positive feedback and praise with parents
- Showing respect for all individuals and their culture and background
- Showing others their good work
- Holding celebration and sharing assemblies to recognise achievements and acknowledge success
- Awarding achievement certificates, presented in assembly
- Using class based systems, such as: marbles in a jar, charts, lottery, tokens, etc.
- Team initiatives leading to extra treats
- The judicious and fair awarding of house points
- Recognition from the principal
- Positions of responsibility
- Using motivational stickers

Strategies for raising self-esteem

- Communicating a sense of importance and worth
- Ensuring pupils experience and have a sense of their own success
- Celebrating successes
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible
- Ensuring that 'feelings' are part of the overt and hidden curriculum
- Rewards for good behaviour

Attitudes to be encouraged

- Politeness
- To trust and be trusted
- Honesty, fairness and an awareness of right and wrong
- Concern for others and the environment
- Pride in oneself, work, appearance and membership of the school
- Independence – ultimately to be able to work without direct supervision
- Good manners

Primary School Specific Rewards

- House points used for positive behaviour, effort, kindness, caring etc. Visual representations for each house in each classroom eg coloured counters, papers etc
- Weekly certificates from class teachers linked to values, end of each half term teachers nominate a student from each class that has consistently demonstrated values - come to leadership breakfast
- Head of Primary Commendations - certificates
- Individual student house point trackers, teachers will sign- students will get face on the house points board for 107, for 50 house points golden head teachers sticker and postcard to go home with filled up sheet, student with most house points at end of year (KS1 & KS2) get medal
- End of year - S107 values superstars - get name on trophy unveiled in assembly (all those who have done breakfast)
- End of term assemblies - 100% attendance certificates
- Early Years- use 'marbles in the jar' to promote positive behaviour in class, end of
- Early Years- team agreed positive behaviour strategies for outdoors

Appendix C – Sanctions and Actions

What we do if children misbehave

Minimal actions

- A look, e.g. making eye contact, or a gesture, e.g. frowning
- Moving closer to the pupil
- A comment which focuses on work rather than on misbehaviour (i.e. what's the next thing you have to do); giving encouragement or a humorous/de-escalating response

Low level actions

- a word, e.g. asking them to stop misbehaving or reminding them of the rules
- Giving a clear description of desired behaviour and warning them of the implications of breaking the rule again
- Moving the child into a different seat

Medium level sanctions

- Loss of privileges, e.g. time out at playtime; staying in to work or completing unfinished work during break time, missing a favourite activity (non-curricular)
- Time out, e.g. thinking time on the Bench; being sent to another class to work or being sent to the Head of Pastoral or Head of Secondary or Primary
- Extra work, e.g. completing reflection sheet, writing a letter of apology
- Informal contact with parents by class teacher

Higher level sanctions

- Full involvement of Head of Secondary or Primary and parents
- Missing a trip or non-curricular activity
- Internal isolations
- Fixed term exclusion

Internal Isolations

An internal isolation is deemed to be a higher-level sanction and may be imposed as a prior stop gap to a fixed term exclusion in a bid to keep the student in question in school.

Example offences:

- Truancy
- Bullying
- Aggressive & threatening behaviour
- Racism & homophobia
- Vaping or smoking

Fixed Term Exclusions

A fixed term exclusion (or an alternative period of cooling off) can only be authorised by the Head of School (or Deputy Head of School during any absence) and will be used when an internal isolation is not sufficient to support the nature of the incident that has occurred, or when time is required for an investigation to occur.

Example offences:

- Repeated bullying (despite intervention and support)
- Repeated incidents of racism or homophobia
- Physical aggression (if investigation deems this to be serious enough)
- Threatening behaviour (both verbal and non-verbal)
- Drugs and associated drug paraphernalia
- incidents involving alcohol

Fixed term exclusions are logged against a child's record.

At each stage the child must understand why sanctions have been imposed. A discussion should also take place to try to identify the underlying causes of the unacceptable behaviour and to find ways of preventing the continuation of it.

Examples of unacceptable behaviour

Not abiding by class rules; wandering about; calling out (not putting their hand up); interrupting the teacher or other pupils; ignoring minor instructions; making silly noises; talking with other pupils; not doing work, writing on others' books, taking property without permission; minor answering back, arguing, sulking, etc.; pushing in line

Constantly being silly, noisy or talking; deliberately annoying or disturbing other children; cheating over house points; rudeness, cheek, insolence or swearing; minor challenges to authority; disobeying reasonable requests or instructions from support staff; harming someone; wilfully damaging school or another pupil's property; general refusal to cooperate; continued or more serious rudeness, cheek, insolence or swearing; harmful or offensive name-calling; bullying; more significant challenges to authority.

Fighting or intentional physical harm to other children; throwing dangerous objects; verbal abuse to any staff; vandalism; stealing; persistent bullying; serious challenges to authority.

Extreme acts of danger or violence; very serious challenges to authority; verbal or physical abuse to any staff.

Primary Specific Sanctions & Actions

- Restorative justice to be used by class teachers to resolve conflicts and reflect on behaviour
- Taking away playtime should only be done during extreme behaviour incidents as decided by Primary Leadership Team (PLT)