



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2020	September 2020	When necessary	Learning and Achievement

BEHAVIOUR FOR LEARNING POLICY

Introduction

This policy complies with Section 89 of the Education and Inspections Act 2006.

At Castilion, we aim to provide clearly stated expectations of what constitutes acceptable behaviour for learning combined with effective strategies for managing behaviour. We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school.

Governors' Statement

Our aim is to ensure that:

Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low level disruption in classes are extremely rare.

The pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards and this makes a strong contribution to an exceptionally positive climate for learning.

We understand that every adult in the school must act as a good role model in their own behaviour and actions. We also understand that the best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good.

Proactively dealing with behaviour issues before they occur (e.g. by planning high quality motivating lessons; by consistent use of praise around the school and by establishing a high-quality learning environment) ensures that incidences of poor conduct are minimised.

This policy outlines clearly how Castilion Primary School creates a learning environment conducive to good behaviour for learning and how our school rewards, celebrates and teaches positive behaviour.

This policy should be read in conjunction with the **Restrictive Physical Intervention Policy**.

School 'Expectations' and 'Ready to Learn' charters

The school uses the 'Expectations' and 'Ready to Learn' charters to ensure all adults and children are fully aware of the school's expectations. The charters are displayed prominently around the school and in classrooms. Children regularly self and peer assess themselves against the charters.

Expectations Charter

<u>Expectations Charter</u>	<u>Ready to Learn Charter</u>
<p><u>At Castilion we expect that:</u></p> <ul style="list-style-type: none">• Everybody tries their hardest with everything that they do.• Everybody follows the directions of the staff.• Everybody acts as excellent role models for others.• Everybody takes care of the building and the equipment.• Everybody makes sure that they keep themselves and others safe.• Everybody treats each other with respect.• Everybody walks around the school sensibly and quietly. We walk on the left in the corridors.	<p><u>At Castilion we are Ready to Learn when:</u></p> <ul style="list-style-type: none">• Everybody is sitting properly, paying attention and concentrating as hard as they can on their learning.• Everybody allows lessons to proceed without interruption.• Everybody has a positive attitude.• Everybody supports their peers with their learning when appropriate.• Everybody participates and listens to others.• Everybody is able to self-assess and make improvements to their learning.• Everybody knows their targets and tries their best to achieve them.• Everybody ensures that they keep their talk relevant during lessons.

Rewarding and Celebrating Good Behaviour

The school praises pupils for good learning and good behaviour at every opportunity. All staff strive to ensure that the giving of rewards is balanced and fair. We want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. Taking pride in their own achievements and seeing the positive way that they are valued by those around them will have lasting, beneficial effects.

DOJO points and positive rewards – Whole school assembly and class

- Dojos of the week: 1st/2nd/3rd Each Friday award a certificate in class.
- All classes will award the same amount of DOJO points for the same reward.
- DOJO for excellent work worth 1 point. Each half term certificates: bronze to 3rd, silver 2nd and gold 1st on excellent work, awarded in a whole school celebration assembly.
- Each class to reward prizes based on how many points accrued in a term 30/80/150.
- Class reward – based on an agreed whole class number of dojo points. It is expected that each class would achieve a reward half termly.
- Deputy and Head awards for outstanding work and outstanding behaviour
- Castilion Shield Award for good citizenship presented at the end of the year.
- Yearly 100% attendance
- EYFS – see appendix 5

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To ensure consistency, from September 2018, all classes will have positive and negative dojos set to the same values.

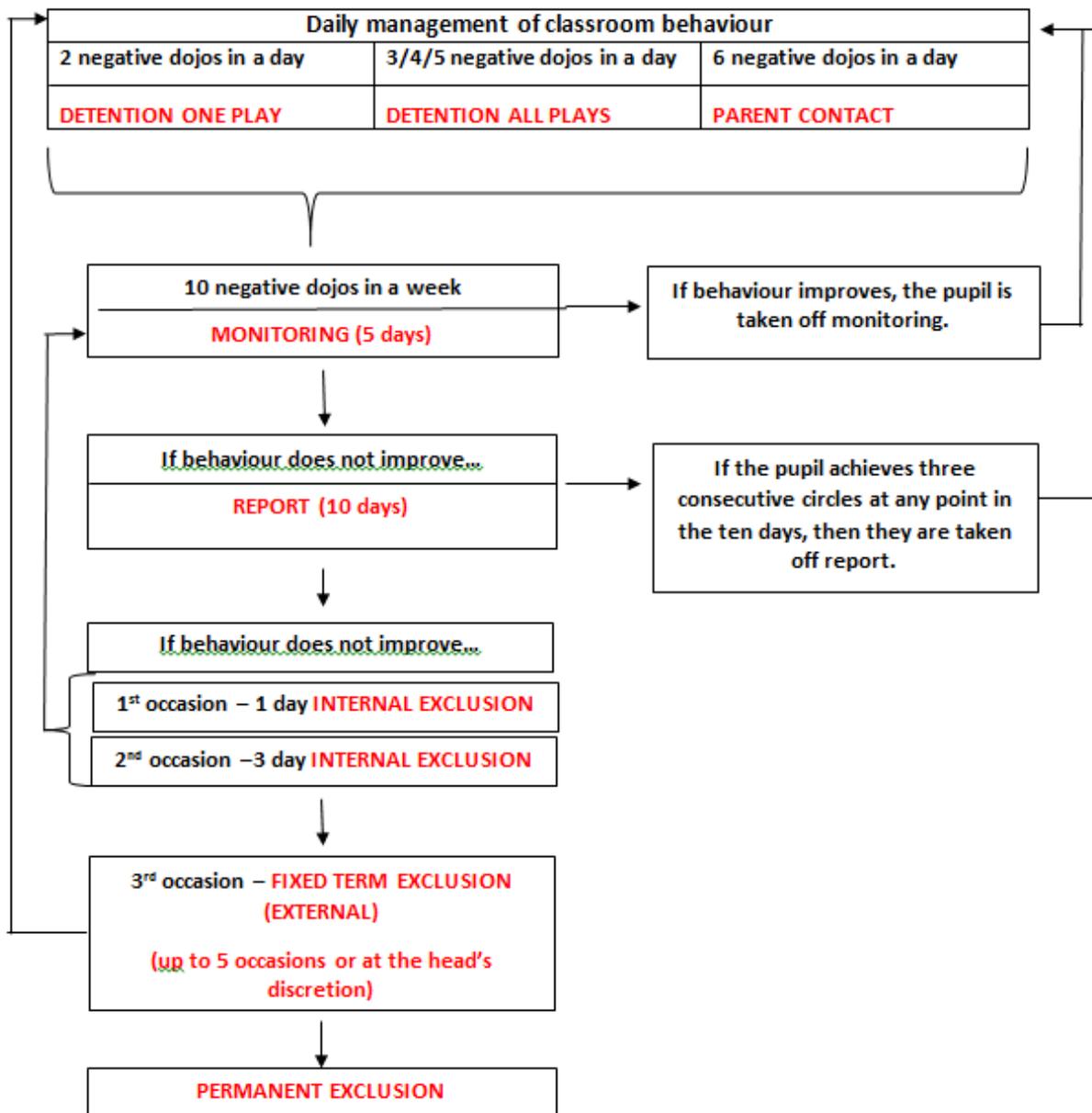
Positive dojos		Negative Dojos	
<u>Title</u>	<u>Points awarded</u>	<u>Title</u>	<u>Points awarded</u>
Excellent work awards (full marks in tests/reading/maths/writing/in everything they do)	1	Not following instructions	1
Ready to learn	1	Talking	1
On task	1	Interrupting	1
Teamwork	2	Not keeping hands and feet to themselves	1
Resilience	2	Fiddling	1
Honesty	2	Out of seat	1
Respect	2	Dishonesty	2
Responsibility	2	Disrespectful	2
Trust	2	Leaving class without permission	2
Tolerance	2	Aggressive behaviour	2
Good transition	1	Not completing enough work	2
Helping others	1	Distraction	1
Kindness	2	Damage of property	2
Contributing	1	Refusal	2
Following instructions	1	Inappropriate language	2
Working hard	1	<u>Cover Teachers</u>	

Assembly role model	1	Send a note to parents if a child is playing up more than usual when a cover teacher is in. Dojos to be awarded and removed as per policy.
Dojo from another member of staff	1	

Negative Dojo consequences

Negative dojos	Consequence
2 in a day	Playtime detention
3/4/5 in a day	All play detention
6 in a day	Parent contact
10 in a week	Monitoring

The Head Teacher/ Deputy may start a child at any stage of this process if their actions are considered to be a serious breach of the school's expectations charter.



THIS PROCESS DOES **NOT** AUTOMATICALLY START AGAIN AT THE BEGINNING OF A NEW ACADEMIC YEAR.

If a pupil's behaviour has improved across a full 6-week period (without going onto monitoring or report), then they return to the daily management of classroom behaviour at the beginning of the process. However, if at any time within this 6-week period a pupil's behaviour deteriorates they will continue from the last step of the cycle that they were on.

The ongoing behaviour record (held in the office) will ensure that staff can determine where any pupil is within this process at any time.

Detention

In the allocated detention room, children to record reasons for unacceptable behaviour against the class charter. Children will miss the whole of playtime in the detention room. **UNSERVED SACTIONS WILL BE CARRIED OVER TO THE NEXT DAY.**

Parent contact

Parent's need to be contacted on the day that the pupil has reached parent contact. This can be via any adult who collects them if permission has been given by the authorised collection form. This is sent in September and states:

“By adding these names to the list we assume that you give permission for the teacher to speak to them regarding your child’s day in school. Please state on the form if you do not wish this to happen.”

If pupils are not collected by parents, then the office can make a call to parents (at teacher’s request) and inform parents that they need to make an appointment with the class teacher. The office will keep a central log of calls.

Very serious behaviour

Parents will also need to be informed if their child has behaved in a very serious manner. Parents to be contacted and behaviour explained. If pupils are not collected by parents, then the office make a call to parents (at teacher’s request) and inform them that they need to make an appointment with the class teacher. The office will keep a central log of calls and add the phone call, and reason for the phone call to the central behaviour record. Phase leaders to be informed when a call has been made after a specific incident. Here are some examples of behaviours that would lead to a parent being contacted (even if the pupil has not gained 6 negative dojos in a day):

- behaviour is creating a health & safety risk.
- swearing.
- fighting and intentional physical harm to other children.
- throwing/kicking large objects at someone or around the room.
- verbal abuse to any staff.
- intentional vandalism.
- serious theft, e.g. taking money or a mobile phone from an adult’s bag, persistent bullying, petty theft, e.g. taking food out of another child’s lunch box.

Monitoring

Monitoring letter is sent to parents to inform them of their child going onto monitoring.

See appendix 1

Sanctions if on monitoring:

<ul style="list-style-type: none">• wear a yellow bib during all playtimes
<ul style="list-style-type: none">• no use of ANY equipment
<ul style="list-style-type: none">• No MUGA use

Report

If monitoring has been unsuccessful, then pupils will be placed on report. A report letter (**See appendix 2**) to be sent to parents to inform them to arrange a meeting with the head teacher and class teacher. The meeting must be attended by the head teacher, class teacher, parent(s) and child.

During the meeting it must be explained to the parents that:

Sanctions if on report:

<ul style="list-style-type: none">• lose ALL privileges and experiences whilst on report e.g. school trip (whether paid for or
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not), clubs, after school experiences, Sports Day, class rewards (including AR).

- **Morning/afternoon play report to detention room wearing their red bib to complete the detention activity.**
- **Lunchtime – report to the identified midday supervisor wearing their red bib.**

The report form (**see appendix 3 for example of report form**) will contain a clear expectation of behaviour and small step targets to work on. The child needs 3 consecutive circles to come off report. If a child fails to get off report in two weeks, there is an automatic internal exclusion. The class teacher should make a judgement in response to the specific inappropriate behaviour that led to the report at the end of each day.

X = not meeting behaviour expectations

√ = behaving mostly as expected but with some slips / reminders needed

O = meeting behaviour expectations

The child must take the report form with the judgement completed to The DH or HT at the end of the day.

When the child achieves 3 consecutive circles, then the child will meet with HT/DH and parent to be taken off report. If the child does not achieve 3 consecutive circles, the parents will be informed that the pupil will receive an internal exclusion. The teacher will arrange these meetings.

All completed report forms will be held centrally in the behaviour folder.

Exclusion

One day

The child will automatically receive a one-day internal exclusion if they are not successful in being taken off report. The child will not be placed on report again but instead return to monitoring.

Three day

If they are unsuccessful at being taken off monitoring, then pupils are placed back on report. If this report is not successful, then the pupil will receive a three-day internal exclusion. A further period of monitoring follows.

Procedures

The pupil's parents/carers will be notified by the HT/DH or another member of the Leadership Team, in writing and the internal exclusion will start the next school day.

The following procedures must be strictly adhered to if the exclusion is to be effective. Internal exclusions will take place outside the HT or DH office.

The class teacher of the excluded child will need to set separate work for each session, so that the member of staff supervising knows the amount of work the child is expected to complete in their session.

No work is expected to be set during the lunch period.

Work given should be simple enough for the child to complete unaided.

If the child needs to go to the toilet during a session a member of staff supervising must escort them to and from the nearest children's toilet.

During the lunchtime session, a member of staff needs to escort the child to the dinner hall to collect their lunch and will then spend the remainder of lunchtime with the HT or DH.

During an exclusion, the supervising member of staff may help the child with their work if they are stuck but the expectation is that the work is of an accessible level for the child. If the supervising member of staff feels that the child is not completing their work, they must explain that there will be additional sanctions for incomplete work.

If a child's behaviour becomes aggressive, violent or they leave the designated area, the parent/carer may be contacted for the child to be collected. The child should not be left unsupervised at any time.

Other members of staff who pass by MUST AVOID engaging with the child either to sanction or to counsel.

Fixed term/permanent external exclusion

If they are unsuccessful at being taken off monitoring, then pupils are placed back on report. They will receive a fixed term exclusion if they are not successful in being taken off report. The Headteacher may decide to exclude a child for fixed term period before the end of any monitoring or report period has ended. This will be because the child's is showing that they are not attempting to improve their behaviour. In these circumstances the child will be fast tracked to fixed term / permanent exclusion. The child will now be at risk of further fixed term exclusions or permanent exclusion. The school will seek to support the child in avoiding fixed term/permanent exclusions. Two internal exclusions within a school year with no improvement in behaviour leads to an automatic fixed term external exclusion. **See appendix 4**

Procedures

Following the Education and Inspections Act 2006, our school closely follows the government guidance on exclusion from schools:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance/>

EXTREMELY SERIOUS – IMMEDIATE RESPONSE

Behaviour that requires immediate involvement of HT/DH to consider internal or exclusion

For example:

- extreme danger or violence.
- very serious challenge to authority – persistent and dangerous.
- physical abuse to any staff.
- possession of weapon or drugs.

This could lead to:

- possible referral to Pupil Placement Panel (this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion).
- HT to follow procedures for exclusions, including setting up a Behaviour Improvement Plan (BIP).

Racist / Bullying / Homophobic incidents

- record in incident folder – to be completed by staff member concerned and counter-signed by a member of the Leadership Team (folder kept in main office).

Lunchtimes

See Mid-Day Supervisor's Handbook.

Support Systems for Pupils with Additional Needs

Castillon Primary School is committed to providing both High Quality teaching and an outstanding learning environment as a basic entitlement for all learners. As a school, we value the needs of all learners and foster a positive attitude towards pupils with learning difficulties or SEN. We aim to teach all learners to build on their strengths and find strategies to overcome their barriers to learning so that they are empowered to be the best that they can. For some pupils, who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the Local Authority Inclusion Team, Social Care, Camhs etc. However, this school recognises that many children with additional needs require the security of boundaries and the same high expectations for behaviour.

Responsibilities

It is the responsibility of the class teacher to inform the office of any pupil that has been placed on monitoring or report.

It is the responsibility of the office staff to update the behaviour record (Appendix 6) with pupils that have been placed on monitoring or report.

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the HT and members of the senior leadership team have a responsibility to 'lead from the front'. The Head Teacher/ Deputy may start a child at any stage of this process if their actions are considered to be a serious breach of the school's expectations charter.

The leadership team will assess staff's needs and build into the school's professional development programme opportunities to discuss and learn about behaviour.

No pupil should be sent to sit outside the Head's office at any time without prior agreement of DHT/HT.

Governors regularly monitor the effectiveness of this policy.

The Role of Parents

The school strives to work in partnership with parents so that children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact their child's Key Stage Leader, then if necessary the head teacher.

Reviewing of the Policy

The Head teacher monitors the effectiveness of this policy on a regular basis. The head teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy annually. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date:

Appendix 1 CHILD PLACED ON MONITORING LETTER

I am informing you that due to persistent misbehaviour XXXXX is now at serious risk of being placed on report. XXXXX has been placed on monitoring in accordance with the school's Behaviour for Learning Policy.

The reasons for this are:

The monitoring period lasts for 5 days and starts on _____ . You need to make contact with xxxxxx class teacher on the last day of monitoring, which is _____, to review the situation.

Whilst I understand that you will be disappointed about this process, the school is responsible for ensuring that all children have an entitlement to learn without hindrance. XXXXX is not allowing this to happen and this will not be permitted to continue.

Appendix 2 CHILD PLACED ON REPORT LETTER

I am informing you that due to persistent misbehaviour XXXXX is now at serious risk of exclusion from the school. XXXXX has been placed on report in accordance with the school's Behaviour for Learning Policy.

XXXXX class teacher will make an appointment for you to meet with the Headteacher and class teacher to discuss our concerns.

Failure to ensure that s/he is taken off report will lead to a one day internal exclusion from his/her class followed by a one week period of further monitoring. Following this, if XXXXX behaviour does not improve, s/he is at risk of being placed back on report and possible additional internal exclusions taking place (two/three days). In the event of no improvement being made, this will eventually lead to fixed term external exclusions and potentially permanent exclusion from the school.

This is because of the following reasons (examples):

- *The pupil has persistently misbehaved over a long period of time.*
- *The pupil is affecting the learning of other children in his class.*

Whilst I understand that you will be disappointed about this process, the school is responsible for ensuring that all children have an entitlement to learn without hindrance. XXXXX is not allowing this to happen and this will not be permitted to continue.

Appendix 3 –REPORT TEMPLATE

1 st	2 nd	3 rd
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Behaviour Report Form

Any child on Report will already have had parents informed and spent a week on monitoring (yellow jacket and no access to playground equipment).

If there has been insufficient improvement, move to Report.

A Report can be issued immediately if found appropriate for extremely serious / dangerous behaviour.

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Name of child _____ Year ____ Class _____

Date Report started _____ Teacher initials _____

Reason for Parent Contact

Result of Monitoring / reason for Report

In order to get circles and hence off report, he / she needs to:

Instructions

Please complete the behaviour report overleaf for each day with the relevant behaviour rating:

X = not meeting behaviour expectations

√ = behaving mostly as expected but with some slips / reminders needed

O = meeting behaviour expectations

To get off report, 3 consecutive circle days are required.

This report can run for a maximum of 2 weeks i.e. 10 days

Report Outcome (please tick the appropriate box)

This child has successfully achieved 3 days of consecutive circles and is now off report.

This child has not managed to achieve the behaviour expectations for 3 consecutive days and will now serve a full day internal exclusion followed by a return to the Monitoring stage.

Signed _____ Class teacher _____

Agreed by Head / Deputy Head

Signed _____ Date _____

**Please ensure that completed reports are given to the Head Teacher.
Parents should be informed of the outcome.**

Children repeatedly getting to the Report stage.

If a child gets to the point of having had 2 internal exclusions with no improvement i.e. fails to improve on the 3rd report, the next step will be an external fixed term exclusion.

Date	Rating	Teacher Comment	Head initials

Appendix 4 CHILD AT RISK OF EXCLUSION LETTER

I am informing you that due to persistent misbehaviour, XXXXX is now at serious risk of exclusion from the school.

This is because of the following reasons (examples):

- *is currently on report and his behaviour has not improved.*
- *has persistently misbehaved over a long period of time.*
- *is affecting the learning of other children in his class.*

This is XXXXX the 1st/2nd/3rd (delete) internal exclusion. What will happen next:

- *The school will attempt to identify where support can be provided for a pupil that is at risk of exclusion.*
- *S/he will no longer be placed on report. S/he will now receive a serious of internal exclusions for misbehaviour. This means s/he will work in a different class for a day or more.*
- *If his/her behaviour does not improve s/he will be externally excluded from school for a fixed term of one day or more.*
- *If his/her behaviour does not improve he may be excluded permanently from the school. (ADAPTED IF 3rd PERIOD OF INTERNAL EXLUSION).*

Whilst I understand that you will disappointed about this process, the school is responsible for ensuring that all children have an entitlement to learn without hindrance. XXXXX is not allowing this to happen and this will not be permitted to continue.

