



BEHAVIOUR FOR LEARNING

Appendix

(This is to be used in conjunction with the RMET policy)



BEHAVIOUR FOR LEARNING APPENDIX

All adults are responsible for all children's behaviour all of the time.

Intent

In Twydall Primary School we aim to promote mutual respect and co-operation between all members of the school and seek a calm, working atmosphere so that children feel emotionally safe, can concentrate, and can maximise time spent learning and achieving. Consistent implementation of this Appendix is a key element of our strategy to raise achievement both academically and also in terms of personal attitudes and development. The 4 C's- Care, Courtesy, Commitment and Consideration, underpin everything we do.

At Twydall Primary School, the high standard of behaviour that we expect is based upon our 4Cs which are displayed around the school. The 4Cs are discussed and are used as a weekly focus for assemblies.

- **Care**
- **Courtesy**
- **Commitment**
- **Consideration**

Implementation

The ultimate goal for behaviour for learning is that the child returns to learning behaviour as soon as possible.

- Positive ethos, positive relationships, positive language, positive behaviour management strategies and good teaching are the key to positive behaviour. (See Appendix 1) □ Behaviour is learnt. Address the behaviour NOT the child.
- Children need clear, consistent boundaries.
- Behaviour for learning is based on choices. There are always consequences for choices. Good choices lead to positive consequences. Poor choices lead to negative consequence.
- All adults should make an effort to get to know and respect the children as individuals who may be at different points in their development of maturity and emotional intelligence, with very different experiences of life.
- All adults should be aware that they are role models and should model good relationships and ways of interacting with others.
- All staff should build positive behaviour management strategies into their teaching and support, preventing and pre-empting possible difficulties.



- The emphasis should always be on 'catching pupils being good' in order to raise self-esteem and their personal expectations - so rewards and praise should always outweigh consequences.
- The aim is that children are able to control their own behaviour, seeking intrinsic rewards such as pride in their work, teamwork or helping someone.

School systems Positive Rewards

- Positive praise – when they are demonstrating the 4 Cs.
- Give teachers stickers
- Give House Tokens for following the 4 Cs
- Tell parents when a child has followed the 4 Cs
- Display work/send work to show in another class/send work to show a member of SLT
- Move child's name up to gold for following the 4 Cs

Going for gold

Sad face **Smiley face** Silver Star **Gold Star**



Good choices

- Each child has their own name tag in class
- Each day the child starts on the smiley face
- If a child is consistently following the 4 Cs they can move their name up to the silver star.
- If they continue they will move up to the gold star. They immediately earn a token for their class

Golden behaviour is something to aspire to and should be reached only by those that are:

- consistently trying
- make huge improvements in efforts
- demonstrate a rule above and beyond

Sad face **Smiley face** Silver Star **Gold Star**



Poor choices

- If a child is moved up to silver or gold and then break a rule they can be moved back down.



- If a child is not following the 4 Cs they will receive a warning.
- If they persist they will move down to the sad face. **THE GOAL NOW, IS TO EARN THEIR WAY BACK TO THE SMILEY FACE BY FOLLOWING THE 4 CS. THIS NEEDS TO BE ENCOURAGED BY THE ADULTS.**

Positive House Tokens

Each class has four tokens tubes, one for each house (Dahl, Donaldson, Morpurgo, Rowling). Children can earn tokens for the following:

- Moving to gold in class
- The child is observed consistently following the 4 Cs around the school
- Good quality work

House tokens are collected on a weekly basis by House Captains, the winners are announced in assembly on a Friday and the house board updated. The house with the most tokens each term is given a free tag day.

Weekly Effort and merit certificates

Effort Certificates – Each class should award 1 boy and 1 girl an effort certificate per week to be given out in celebration assembly on Wednesdays. Teachers should keep a record and ensure that each child receives one.

Merit Certificates – these are given out to one child per week for outstanding contribution to the school community – link to the 4 Cs or BLP.

Attendance certificates and attendance wall

Weekly Attendance percentages for each class are shared in assembly and stars placed on the display boards.

Attendance certificates are given out to children that achieve 100% attendance on a termly basis. Their photo will also go on the 100% wall.

Attendance Mascot - the class that has the highest percentage for attendance the previous week will earn the attendance mascot for the week. The expectation is that the children will photograph the Mascot joining in activities in class throughout the week, report back in the following assembly.

Routines around the school

Children should be in class and learning during lesson time. They should only be sent out of class, for a good reason and where possible in sensible pairs.



- Teachers should ensure a calm start and end to the day
- Parents are not allowed into the building via pupils' entrances except when invited by a teacher. All other parental contact to be made through the General Office so that teachers can concentrate on ensuring a calm start to the day.
- Time-out should be logged (time, what for etc.) in class behaviour books for monitoring

Assemblies

Assemblies provide an opportunity to celebrate and reflect upon learning behaviour in relations to SMSC themes. An appropriate atmosphere should be created to allow for respect and reflection from the moment the children line up in their classrooms.

- Adults will bring the children in silently and promptly for the start of assemblies, seat them and maintain silence but positive attention for good behaviour
- Adults should model silent behaviour
- All adults are responsible for all children's behaviour and should monitor and intervene with children near them
- Adults should lead their children out silently.

Corridor and Lining up

We need to apply the same principles to any corridor and lunchtime behaviour – constantly. All adults should be promoting good behaviour by giving out house tokens for good out of class behaviour.

- Children should line up silently
- Children should walk down the corridor silently as staff member and children are still working
- Adults should be prompt in picking their children up at play times and lunch times and insist on silent lining up

Lunchtime

- Children receive praise for following the 4 Cs.
- Children are given house tokens
- Time out benches are used for pupils who display poor behaviour

Racist Incidents

All racist incidents are recorded on CPOMS and investigated internally.

Internal Exclusion

At the discretion of SLT a child displaying poor behaviour may be moved in to another class. The DHT/SEN Admin **MUST** always be informed so that this is recorded on SIMS. (Please see Appendix 2 for Internal Exclusion Appendix)

External Exclusions

External exclusions should be used as part of a positive approach to behaviour management. Only the Headteacher(or deputy headteacher in the absence of the headteacher) can exclude a child. The decision to externally exclude is always based upon individual circumstances, with



consideration to what is in the best interests of the child and in line with guidance from the learning authority. (See Appendix 3 for External Exclusion Appendix).

Challenging Behaviour

As a trauma informed school we are aware that children may find it more challenging to follow 4 Cs than others for many reasons:

- Changes in circumstances at outside of school
- Require more structure
- Emerging medical conditions (ADHD, Autism etc)
- Difficulty accessing the work
- Developing social, emotional needs

In this instance please refer children to the inclusion manager during an in school review, directly to the SENCO, Deputy SENCO or directly to the DHT. The children's behaviour needs will be evaluated and the following monitoring and/or interventions may be used to support the child in overcoming barriers.

- Behaviour observations
- Strengths and weaknesses questionnaires
- Behaviour plan
- Social skills group
- Short target card for behaviour
- Referral to the school counselling service
- The learning mentor
- The LA behaviour and inclusion team
- Educational psychology services
- NELF – NHS child mental health service
- Arrange a multi-disciplinary Preventing Exclusions Meeting with the parents
- Implement a EHA

Positive Handling (see positive handling Appendix)

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Behaviour Plan. Examples of this are where a pupil has shown regular patterns of behaviour, which in the past have led to the child becoming more distressed and physical. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.



Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should withdraw to allow someone else to lead or support with the outcome of the situation. Where staff act in line with the school positive handling Appendix they will be supported. It is not reasonable to use positive handling simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk.

Monitoring and Evaluation

Learning behaviour around the school will be monitored by the CLT and SLT members through

- informal observations before school, break times, lunchtimes and assemblies
- lesson observations
- analysis of
 - behaviour log books
 - racist incidents
 - bullying incidents see bullying Appendix
 - Internal and external exclusions
 - progress towards behaviour targets in behaviour plans IEPs or ISPs

These are analysed by gender, SEND and ethnicity to ensure the Appendix is being applied in a fair and balanced way.

Appendix statement on Equality and Community Cohesion

- Working within this Appendix we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:
 - Their age
 - A disability
 - Their ethnicity colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign)
 - Their marital or civil partnership status
 - Being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation
- (Equality act 2010)*



Positive Behaviour Strategies/Positive Language

There are many ways we can promote good behaviour e.g. through

- A challenging, appropriate and exciting curriculum
- good teaching with good pace and an appropriate level of challenge so children are engaged throughout (reducing opportunities for mischief)
- interesting lessons which engage the pupils and give them a sense of success
- the teacher circulating to keep children on-task and maintain contact (eye, voice, proximity)
- good classroom organisation and management - well-organised equipment, well-laid out to allow movement and for the teacher to see everyone
- clear expectations and routines – say what you want e.g. expect children to sit in their seats and to put up their hands to ask for help (not calling out)
- creating a classroom climate where children feel listened to, valued and fairly treated

Our behaviour policy has been influenced by the work of Bill Rogers and Paul Dix. We have adopted many of the techniques they have promoted. The non-verbal cues developed by RWI are used to effectively manage classroom practices. We have adopted for example a no hands up rule and a one, two, three movement strategy.

Internal Exclusion Appendix 2015

This Appendix has been devised to reflect the implementation of the exclusions- related provisions of the Education and Inspections Act 2006 and is informed by the DCSF guidance relating to exclusions 2007. At Twydall Primary school we aim to

- promote positive behaviour
- support pupil's behaviour with early intervention
- regularly review Behaviour Management Plans (where applicable)

Purpose

- Internal exclusion is a consequence for poor and escalating behaviour.
- It is a planned strategy in response to a serious incident involving pupils, staff or property in school.
- It is a planned strategy in response to continued incidents when once already existing consequences and all other strategies have been applied and the behaviour has continued.
- The aim is to avoid fixed term exclusion with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Fixed term exclusion may have a negative impact upon the pupil's school record and, instead, an internal exclusion can equally reinforce the need to accept responsibility for the consequences of inappropriate behavior in school.

Procedure

The decision to apply an internal exclusion must be made by a member of SLT.



Once the decision to internally exclude has been made by the SLT member; - The SLT member must inform the parent.

- The behaviour log book must be updated with the consequence.
- The period of internal exclusion can be from one lesson, one session or one day.
- Internal exclusions will normally take place in another class in another year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of SLT before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.
- There may be a need for regular staff changeover during this period. It is also important that staff manage this time with a serious disposition. The child and the rest of the class need to be aware of the gravity of the situation and that improvement must be made.

Decision to apply internal exclusion

A Consequence of Internal exclusion may be applied if the child;

- Has disturbed considerable learning time for adults and children
- Has been abusive to adults
- Has had persistent disruptive behaviour and is not responding to behaviour rewards and consequences
- Has endangered themselves or others as a result of their actions - If an external exclusion is not appropriate - Has harmed a child physically or emotionally.

This list is not exhaustive. Other circumstances may arise where a member of SLT may decide that an internal exclusion is an appropriate consequence depending on the degree of behaviour.



Appendix 3

External Exclusion Appendix

Exclusion from school may be used in cases where a child has wilfully acted in a way which merits such a course of action. Reasons for exclusion fall into the following categories:

- An unprovoked violent attack on a pupil resulting in injury
 - Physical attack on an adult
 - Persistent bullying, racism, sexism or harassment (which causes significant distress)
 - Very dangerous or irresponsible behaviour e.g. on a school trip
 - Bringing an offensive weapon in to school
 - Bringing drugs or drugs paraphernalia in to school
 - Major theft or vandalism
 - Leaving the site without consent (away from the immediate boundaries)
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- The Parent/carer has a duty to ensure that their child is not present in a public place in school hours during this exclusion unless there is a reasonable justification for this. The Parent/Carer may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified date/s. If so, it will be for them to show reasonable justification.
 - The school will set work for the child to complete during the exclusion. Please ensure that work set by the school is completed and returned to us promptly.
 - The Parent has the right to make representations to the Governing Body. If they wish to make representations please contact the Chair of Governors via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations the Parent/Carer makes and may place a copy of their findings on the child's school record.
 - Parents will also be aware that if they think the exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST).
 - A reintegration meeting will be held on the morning that the child returns to school with a relevant Senior Member of Staff or a member of the Inclusion Team. The purpose of the reintegration interview is to discuss how best the child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.



- Parents/Carers also have the right to see a copy of the child's school record. Due to confidentiality restrictions, they will need to notify the Headteacher in writing if they wish to be supplied with a copy of their child's school record.