Brampton Cortonwood Infant School

BEHAVIOUR FOR LEARNING POLICY

September 2021

DATE FOR REVIEW: September 2022

James Montgomery Academy Trust

Statement of intent

At the James Montgomery Academy Trust (JMAT) we believe that, in order to achieve our aspirations and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

The JMAT's Behaviour for Learning Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by JMAT staff members and pupils at all times, and reviewed at regular intervals. It has been written in line with the following JMAT policies:

- Safeguarding and Child Protection
- Peer on Peer Abuse
- Exclusions

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Keeping Children Safe in Education' 2021

Definition

The phrase 'behaviour for learning' encompasses the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment in all JMAT schools, these relationships must be developed and supported.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning. This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

Roles and responsibilities

Staff members will:

- Implement the JMAT's Behaviour for Learning Policy at all times.
- Maintain a positive and well-managed learning environment.

- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Use the school's reward system and sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Record all behavioural events, both positive and negative, on the school's management information system, by following the correct reporting procedure.
- Raise any concerns regarding pupils' behaviour with the relevant staff member i.e. Headteacher, SENCo.
- Take the necessary steps to effectively manage pupil behaviour
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the Headteacher and the rest of the SLT when there has been a serious breach of the school's Code of Conduct, including peer on peer abuse.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Monitor the attitude, effort and quality of the pupils' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Inform the SLT of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as using the correct logging procedure (tags) on the electronic safeguarding system, specific to such incidents as racist/homophobic bullying, peer on peer abuse, etc.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.
- Understand that, in reporting peer on peer abuse, all incidents must be reported, even those that may be considered 'low level'

Pupils will:

- Abide by the JMAT's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of our school through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Correctly present themselves in school uniform, in accordance with the school's Uniform Policy.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

Parents/carers will:

- Understand that school has the right to discipline children in school in accordance with DfE guidance 'Behaviour and discipline in schools' 2016.
- Abide by the Home-School Agreement (if applicable), ensuring the attendance and punctuality of their child, as well as reporting any absences.

- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at school with the pupil's classroom teacher or SLT.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues, whilst having the right to question school's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a pupil of our school, in accordance with the school's Uniform Policy.

Classroom behaviour

- Staff promote good behaviour by using positive strategies and by giving children choices.
- A set of the school rules will be clearly displayed in each classroom.
- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use flexible seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations, in conjunction with non-verbal cues in order to focus pupils on learning.
- Lessons will be structured and have a focused framework, in order to allow pupils to understand what is being taught and how it links to what they already know.
- All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.
- When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the school behaviour system will be used.
- Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- De-escalation techniques will be used at all times.
- Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.

Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:

- Stage 1 – the class teacher will manage behaviour strategies, sanctions and the three step process outlined.
- Stage 2 – if poor behaviour persists, pastoral staff may become involved in managing the behavioural incident.
- Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the Headteacher and the rest of the SLT.

Rewards and praise

The JMAT recognises that pupils should be rewarded for displaying consistently good behaviour.

Praise will be used to help raise pupil achievement and will be given for progress, not simply for high-quality work. Positive behaviour will be promoted and reinforced by the school's clear reward system.

Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce our school's core values and ethos.
- Not be awarded for vague accomplishments or be given too easily and spread too widely.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate pupils and help them to feel valued.

JMAT schools have a reward system in place which rewards pupils for displaying good behaviour and progressing their learning, through the following methods:

- Certificates
- Headteacher awards
- Verbal praise
- Dojo system
- Written praise
- Phone call home
- Comments at parents evening
- Prizes
- Awarding merits
- Stickers
- House/team points
- Early lunch/extra playtime
- End of term whole-class rewards

Weekly assemblies are held to praise and reward pupils achievements and effort. Reward activities are arranged for groups of pupils at the end of the year.

Disciplines and sanctions

Sanctions and disciplines will be given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

Sanctions will be issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the established Code of Conduct, staff members are able to discipline the pupils in question.

In order for the sanction to be lawful, the school will ensure that the decision to issue a discipline to a pupil is:

- Made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher
- Made on the school premises or whilst the pupil is under the charge of a member of staff.
- Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

Sanctions

JMAT schools implement a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. These include the following:

- Verbal warning/reprimand
- Removal from the classroom or specific area of classroom
- Changes to the pupil's (victim or alleged perpetrator's) school day in cases of peer on peer abuse, if appropriate
- Repeating work of an unacceptable standard
- Behaviour concern entry on the management information system
- Withdrawal of privileges
- Missing break or part of lunchtime
- Meeting with the Headteacher or other members of the SLT
- Referral to an external agency or inclusion support
- Exclusion, including internal, fixed-term and permanent exclusion.
- The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.

- The Headteacher has the ability to delegate the power to issue sanctions (in line with this policy) to volunteers, such as parents/carers who assist during an educational visit.
- The Headteacher has the ability to strip particular staff members of the power to issue disciplines, where appropriate.

Sanctions will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
- Reinforce the JMAT's core values and ethos.
- Not be given too easily or spread too widely.
- Not focus repeatedly on the same issue without progress.
- Not have a negative effect upon others.
- Be reflective of the severity of the incident in cases such as a report of peer on peer abuse

Exclusions

In cases of exclusions, whether it is internal, fixed-term or permanent, JMAT's Exclusion Policy will be followed at all times.

In the event of any type of exclusion, the Headteacher or the rest of the SLT will inform the pupil's parents/carers of the exclusion, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.

The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.

In the absence of the Headteacher, the deputy headteacher will make the decisions concerning a pupil's exclusion. The Headteacher has the ability to permanently exclude a pupil who has seriously breached the school's Code of Conduct, or who is a persistent offender.

Permanent exclusions will be considered by the governing body for authorisation.

The exclusion process outlined in the Exclusion Policy, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

Monitoring, Evaluation and Policy review

The policy will be promoted and implemented throughout the JMAT schools.

This policy will be assessed for its implementation and effectiveness **annually** by the **Trust DSL**.

The scheduled review date for this policy is **September 2022.**