



Pilgrims' Way Primary School

Behaviour for Learning Policy

Reviewed: Autumn Term 2021

Agreed by Governing Body:

Next Review Date: Autumn Term 2022

The purpose of our Behaviour for Learning Policy at Pilgrims' Way Primary School is to promote a positive attitude towards behaviour in which the whole school community can develop a safe and caring environment in line with Every Child Matters and within the best expectations of Child Protection. Our policy will encourage success and offer guidance to all staff, volunteers, children, parents, carers, governors and Trustees on our procedures and practices.

It is every child's right to learn and every teacher's right to teach.

Behaviour for Learning emphasises the crucial link between the way in which children learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum. Behaviour for Learning has implications for pupils, teachers, parents and carers. Its principles can be applied to all children at any age and not just those perceived as being "difficult to manage". It applies as much to staff and their relationship with children as much as it applies to the children themselves.

In summary, the three sets of relationships which contribute to a culture/ethos of 'learning behaviour' are:

- Relationship with Self: a pupil who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'.
- Relationship with Others: all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to the child.
- Relationship with the Curriculum: pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Aims

At Pilgrims' Way Primary school we aim to provide an inclusive and positive caring environment where children and staff enjoy their learning & teaching, feeling safe and secure. Pilgrims' Way recognises the inter-relationship between high quality teaching and learning opportunities and a stimulating learning environment on promoting positive learning behaviours and good order. Everyone is encouraged to think of the school as a community in which all have a role to play. Developing self-discipline and taking personal responsibility is an important part of building a successful, inclusive community where everyone shows consideration for others. All adults (employed and voluntary) have a duty to be role models in relation to behaviour and should both model and have high expectations of behaviour across the school community. To this end everyone should view their behaviour as part of their expectations of employment.

Behaviour is never somebody else's responsibility, it is all of ours.

To achieve our aims, staff at Pilgrims' Way will

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Recognise, praise and reward appropriate behaviour using the Blank model
- Model and promote our school Values

- Ensure early intervention
- Take responsibility for behaviour initially – seeking support/advice when required
- Ensure sanctions are in proportion to nature of the incident, circumstances and needs of the pupil using Restorative Approaches
- Work in partnership with parents, carers and colleagues from outside agencies.

A guide to using the Blank model to support children’s verbal reasoning when managing behaviour.

At level one

- Use gesture/visuals to indicate desired/undesired behaviour.

At Level two

- Tell the child directly and clearly what happened and how their behaviour has affected others. Don’t ask questions about why they behaved as they did.
- Describe appropriate behaviours using short simple sentences.
- Avoid negative statements such as ‘Don’t run’ try ‘walk please’ instead, or ‘Don’t hit’ rather ‘use kind hands.’

At Level three

- Ask the child to describe what happened, what they were thinking/feeling, who has been affected and how others felt.
- Don’t ask them to justify their behaviour.
- State the justification i.e., why they should not have done something.

At level four

- Ask level four questions- e.g. What happened? What made you do that? How do you think that made ... feel? What can you do to make things right?

If the child does not understand, repeat the question and model the answer.

Remember if a child is upset or angry, they may not understand as well as they would in calmer circumstances. It is particularly important to reflect on the level of language used and to check understanding by asking the child to explain the information in their own words if they can or by monitoring their behaviour. If the language of the questions or explanations is too difficult, the child will not learn from the situation. For some pupils including those with limited English, increased use of gesture and visual supports will be used to help the pupil understand and if needed a text to speech tool in first language.

Positive reinforcement and rewards

Pilgrims’ Way recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

The following should underpin all of our interactions with pupils and each other:

Respect each other

- Listen to each other
- Treat everyone as an individual.
- De-escalate incidents and seek to reconcile

These follow our school’s ethos:

Respect, Resilient, Aspire, Positive, Success

We **RESPECT** all members of our community.
 We are learning to be **RESILIENT** in all we do.
 We always **ASPIRE** to do our very best.
 We are **POSITIVE** about our school, learning and achievements.
 We celebrate **SUCCESS** in our learning.

Our success is tested not by the absence of challenges but in the way we address them.

Pilgrims' Way uses a range of rewards and positive reinforcement strategies. Examples of these include:

- Praise
- Written comment on work/in reading contact book
- Stickers/Merits
- DoJo awards and communication
- Certificates
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Celebration Assemblies
- DoJo/Phone calls/texts home

By these means Pilgrims' Way seeks to motivate pupils, create a positive learning environment, raise self-esteem, and provide systems which can be used by all staff to contribute to raise levels of achievement.

Sanctions

Effective sanctions are brief and to the point enabling pupils to learn how to make positive choices in the future, building their resilience and improving their behaviours for learning. They offer an opportunity for reparation. They will be specific.

Disapproval will be of the action not of the person.

Whilst pupil behaviour is the responsibility of every adult in our school it is the class teacher's responsibility to be aware of and to ultimately manage their pupils' behaviour for which they are a class teacher. This is particularly important when dealing with a pupil's inappropriate behaviour. The class teacher must agree to and be in knowledge of any additional support required to support them and the pupils for which they are responsible. Teachers are expected to take advantage of the support which our school provides and to discuss options with a Team Leader or Headteacher as appropriate. Asking for support from colleagues when dealing with complex behaviours is a professional and necessary step to ensure all staff feel supported and staff wellbeing remains high.

Uniform, behaviour around the building and out of lessons

Positive behaviours include setting high standards by taking pride in wearing correct uniform and moving in a manner which is orderly and respects the health and safety of others. Expectations on dress code and uniform, and orderly conduct are reinforced in assemblies and by focused drives. Staff reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents.

Screening, Searching & Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching & Confiscation – Advice for Head Teachers, School Staff and Governing Bodies" January 2018. (Downloadable from the DfE website or a copy available in the Safeguarding Box).

Head teachers and authorised staff can search for any item disallowed by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are not allowed in class time

- Mobile phones (provision for safe keeping during school is in place)
- MP3 players or similar electronic items
- Jewellery not in accordance with the school uniform policy
- Toys and sweets

The school will confiscate any electronic items being used on the premises such as mobile phones, MP3 players etc.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can be expected to be asked to remove these. These items will be returned to the child at the end of the school day and contact will be made with the parent.

Behaviour in lessons

Pupils are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with Pilgrims' Way's belief in positive reinforcement, pupils who display positive learning behaviours should receive praise and recognition. Pupils displaying adverse behaviours will be corrected in line with the schools range of disciplinary sanctions. Additional to the types of behaviours which place a pupil at risk of sanction, poor

learning behaviours include a lack of effort, a lack of work, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

Disciplinary sanctions

Dependent on pupil's age, the nature of the offence and the severity of the behaviour, the staff will use a range of strategies to correct pupil behaviour. These include:

- Restorative Justice language and principles
- Time out with partner teacher or Team Leader – no further sanction is needed if behaviour improves
- Reflection Room sanction – 15 minutes for all negative and anti-social behaviour; 30 minutes for physical incidents
- Removal from the lesson to work under supervision with Senior teacher 'On Green'
- Setting of improvement targets through Behaviour Support Plan
- External Exclusion – Fixed Term External Exclusion – Pastoral Support Plan will be initiated and support from outside agencies (i.e. STLS) will be sought

Record keeping of behaviour & sanctions

All inappropriate behaviour and consequent sanctions are logged on Pupil Asset in the pupil's personal file.

Positive handling (See Positive Handling Policy)

It is the policy of our school that pupils should not be physically handled unless there is a clear risk of harm to themselves or others; even in these circumstances should only be considered for the child's own safety. All staff have completed Positive Handling training and are clearly advised not to handle children unless absolutely necessary but to use verbal commands and not to physically place themselves between children who are arguing.

Runaway children

Staff are clearly advised not to chase after children who have run off as this may place the child in greater danger but to advise the school office and if the child has left the grounds the office will inform the parents and as appropriate the police. On these occasions the Headteacher must be informed.

Reflection Room

Pupils whose behaviour requires a sanction or Time Out have access to the Reflection Room. Adults who have cause to send their pupils to the Reflection Room must make the adult on duty aware of the pupils who will be attending by completing the Incident sheet. It is not the role of the duty adult to 'fetch' children from the playground and children who forget to attend will have their sanction suitably prolonged.

The Headteacher will monitor weekly attendance in the Reflection Room. Two or more sanctions in Reflection Room will result in a verbal warning. If poor behaviour continues a letter will be sent to parents/carers to invite them in to discuss their child's behaviour.

To promote positive behaviour throughout the school any class who has zero attendance in Reflection Room for 10 days (not necessarily consecutive) will be awarded a class certificate in Monday's Assembly. Collection of 5 certificates will enable class to have a whole class special treat.

Fixed Term Exclusion

A decision to exclude a child would only be taken in response to serious breaches of the school's Behaviour for Learning Policy and after a range of alternative strategies has been tried and been unsuccessful. Or, if allowing the child to remain in school would seriously harm the education or welfare of other members of the school community. A return from exclusion meeting is always held on the first day back in school with parent, child and Senior Leader. Outside agencies may be contacted if appropriate.

For any exclusion over five days an exclusion meeting must be held. This provides the opportunity for three governors to review the exclusion. The parents of the child have the right to attend this meeting and express their point of view.

Review

Review of this policy is carried out annually and is the responsibility of the Headteacher to monitor and amend, adding areas of good practice as they arise.

Policy Reviewed by Anne-Marie Middleton Autumn 2021 following consultation with Inclusion Lead and staff

Reviewed by Ann Taylor-Williams (SEN Governor) Autumn 2021

Behaviour Flow Chart

