



DRAFT POLICY IMPLIMENTED SEPTEMBER 2019 to be updated and Ratified by Governors Spring 2.

Behaviour For Learning Policy

Aims and Expectations

- To support the overall Mission of our school**
- To create a safe, caring and positive learning environment for pupils and staff**
- To enable each child to take responsibility for their own actions**
- To support children through help and encouragement**
- To enable the school to identify and celebrate outstanding behaviour**
- To minimise low level disruption**
- To support children with specific behaviour problems**

At Our Lady of Mount Carmel Catholic Primary School we strive to create an environment where self-esteem is promoted and all children feel safe and respected. We aim to be a school where good behaviour is encouraged and reinforced, where children can become responsible, honest and increasingly independent members of our community.

We believe this can be achieved by establishing a partnership between children, parents, staff and visitors working together for the benefit of the child, encouraging a positive environment built on mutual trust and respect for all.

We believe that all members of the school have a right to work in an environment where they feel happy and safe and are able to work to the best of their ability. The school expects considerate behaviour towards others and provides and promotes guidelines for positive behaviour to be followed in order to achieve this. This includes the conduct of parents.

Philosophy

We recognise and value the importance of good behaviour. Behaviour that enables all children to learn, teachers to teach, in a safe environment. In order to achieve this we believe that **everyone** is responsible for working together to create a positive and consistent approach. Pupils have been consulted in depth when creating this policy. The importance of 'fairness' was emphasised by them and underpins the philosophy of the policy.

The policy is a working document and therefore will be monitored, reviewed and updated as appropriate.

We involve pupils, staff and parents in its review. We welcome feedback and discussion.

Our whole school approach ensures that all children are treated fairly and that the behaviour strategy is applied consistently.

Developing Good Relationships

Our ability to behave and learn well is effected by how we feel about ourselves and our self-esteem. Our feelings of worth, or self-esteem, develop from relationships with each other. Children will model themselves on adults in the school; therefore it is vital that we are aware of the need to build up quality working, adult to adult alongside adult to child relationships to set the best possible example to children. All working adults need to ensure they

- Smile, show warmth
- Know the name of the person we are communicating with-and use it
- Listen carefully
- Give positive attention
- Show basic courtesies
- Ask questions gently
- Make sure we don't interrupt
- Be spontaneous and honest

- Share feelings
- Take action where necessary
- Be seen to be fair

Promoting Positive Behaviour – Our School Ethos

At OLMC we like to work alongside parents to encourage our children to develop as fully as they can.

We want to help our children to:

- Grow socially
- Grow personally
- Grow academically

We are particularly concerned with good, or ‘positive’, behaviour. We believe that this good behaviour needs to be carefully developed and celebrated. It is too important to be left to chance. We aim to teach the necessary social skills needed to work successfully with others and use our Mission Statement, R.E. and PSHE lessons to develop the kinds of attitudes and values, which will support them as future members of the adult community.

We aim to ensure the following factors are in place to encourage good behaviour in school.

- Supportive leadership of the school
- Clear aims and expectations of acceptable behaviour and an agreed policy which all staff support
- Quality relationships and mutual respect between staff and pupils, and between members of staff
- A clear example and high standards set by all adults in the school
- Expectations of the teachers that pupils will work hard and have high standards of behaviour
- A quality curriculum and teaching methods that are well matched to pupil needs
- Maturity and self-esteem are nurtured
- A lively and stimulating school environment, in which pupils are encouraged to care for their school and value it.
- A balance between rewards and sanctions with the **emphasis** on rewards and praise, which are celebrated weekly in every aspect of school life. Parental involvement and liaison with any issues identified -good home / school relationships are essential in establishing a positive attitude towards good behaviour and in the long term, self-discipline
- Support and involvement of the Senior Leadership Team and outside agencies if needed

In short, we ask for and expect sensible, positive behaviour without any disruption to learning and school life addressed, including low level disruption.

Why is low level disruption focused upon in our policy?

Children lose up to an hour of learning each day in schools across England because of low level disruption, Ofsted's chief inspector has warned.

What is Low Level Disruption? - Evidence from nearly 3,000 inspections of state-funded schools, together with parent and teacher surveys, has found that behaviour like pupils making silly comments to get attention, swinging on chairs, passing notes around, quietly humming and petty interruptions was having a noticeable impact on children's ability to learn.

"While the days of chaos in the classroom are thankfully largely behind us, low-level disruption in class is preventing too many teachers from doing their jobs and depriving too many young people of the education they deserve," Sir Michael Wilshaw.

Low level disruption can be as negative to learners as disruptive behaviour and as such is not tolerated and is tracked in school as a negative behaviour.

Promoting Positive Behaviour throughout our School

To encourage positive behaviour, everyone at OLMC has agreed to:

- Recognise and highlight good behaviour as it occurs
- Ensure that ALL children are praised for behaving well
- Ensure that any criticism is tactful and constructive
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Reward individuals and groups of children for behaving well

We believe that good behaviour should be recognised through rewards, which should preferably be positive, verbal and instant. Good behaviour should be praised and always pointed out to peers as an example of what is good and acceptable. Such rewards and privileges will include:

- Stickers, Headteacher Gold Awards, which are acknowledged in assemblies or in class.
- Perfect Purple behaviour at the end of each week for those pupils who have demonstrated outstanding behaviour all week, which is communicated home.
- Stamps, stickers, smiley faces, badges and other class or year group specific rewards.
- Special timely Rewards for those pupils who have accrued outstanding behaviour.
- 'Mission quality award' given in Gospel Assembly
- 'Celebrations' assemblies
- Treats for pupils which are age appropriate at school's discretion for those pupils who are deemed as showing 'Good' or 'Outstanding Behaviour'

Our "Mission Statement"

The following points in our Mission Statement are introduced as children join our school and are important to establish good relationships between children and adults in school. These "5 points" are displayed in each classroom and are frequently referred to, reinforcing our school ethos.

We feel that these values reflect our high expectations and positive working ethos throughout the school.

- Caring**
- Happy**
- Valued**
- Successful**
- Unique**

Our behaviour policy is focused on the knowledge that behaviour across school is better than good. We want to catch pupils being good and to that end we accentuate the positive. Behaviour is of critical importance.

“It is essential that all schools have the highest expectations of pupils’ behaviour, including the tackling of low-level disruption, making sure that pupils’ conduct and attitude to learning are good or better.” Sir Michael Wilshaw, H.M.I. Chief Inspector.

It is for this reason that our policy focuses on ensuring that we maintain behaviour across school as better than good.

<u>Outstanding Behaviour</u> 5* behaviour children who achieve this all week will be acknowledged in celebration assembly Children who achieve 100% at the end of any term will be invited to join in the purple treat with the Headteacher.
<u>Good Behaviour</u> Good Behaviour – two warnings can be issued before a pupil is moved to the amber zone at the teacher’s discretion. This will give children the opportunity to redeem their actions. Children who score between 90- 99% over the week will be in the green zone.
<u>Amber Behaviour which Requires Improvement</u> This is usually cumulative low-level behaviour that builds over time within the green zone. This is an indicator that your child should improve their behaviour. 70% - 89%
<u>Alert to Parents</u> If Amber behaviour persist then teachers need to make parents aware that their child is having difficulty managing their behaviour, and their child will be closely monitored. This should be done in the first instance via the playground or a phone call home.
<u>Inadequate Behaviour</u> If a child displays consistent red behaviour, the class teacher and a member of Senior Key Stage Leadership will meet to decide on an appropriate sanction and behaviours will be discussed with the child. Children who are displaying red behaviour consistently are taken off the school’s behaviour tracker and have a ‘Pupil Individual Tracker’ issued to them. An individual behaviour plan will be drawn up at this point. Children in red will have treats taken off them, e.g. playtime activities, do not attend afterschool activities etc if SLT feel this is necessary. If red behaviour persists outreach support may be sought from other agencies.

Weekly Behaviour Tracker

Different behaviours warrant children being in the Purple zone, green zone, amber zone and red zone. Good behaviours being deemed green and outstanding behaviour being deemed purple.

We assume that pupils behaviour is good or above and we therefore want to catch that good behaviour in order to raise their self-esteem by identifying this behaviour. Parents will receive notification if their child has demonstrated outstanding behaviour.

Behaviour Concern (Amber Behaviour)

Children whose behaviour score is in the Amber zone at the end of the week will be closely monitored the following week. Children will be informed at the start of the week and will be supported to get 'back on track'. The aim of this is to encourage children to be positive about their behaviour and hopefully enable them to move back into the green or purple zone.

The majority of pupils who move through this route manage to self-regulate their behaviour and improve as evidenced by our school tracker which is a strength of the tracking facility. This has worked extremely well when parents have worked with the school to encourage a change in individual pupil's behaviour.

If, however improvements are not made then a decision will be made by the SLT as to whether the child would benefit on a Pupil Individual Plan (see below). Parents will be made aware of this, and the outcome of the SLT meeting.

Pupil Individual Tracker (Red Behaviour)

Our school overall target average is 98 %. Children who struggle with this will report to the key stage lead for monitoring and where necessary coaching chats to help children with managing and regulating their behaviour and conduct. This gives them an opportunity to get back on track

These pupils will be closely monitored, hopefully with the intent of regulating their behaviour/ conduct in order to not need a Pupil Individual Plan and may lose certain privileges. i.e. representing the school at singing or sporting event/ additional activities etc.

Initially Class teachers will inform parents of their concerns or in some cases a telephone call home. If a pupil fails to improve their behaviour/ conduct for a 2nd consecutive term parents will be invited in to discuss their child's behaviour with the class teacher and a member of the inclusion team. Where a behaviour/ conduct contract will be drawn up between home / school and closely monitored.

If a child is placed on a 'Pupil Individual Plan,' their Principals Awards are frozen plus other privileges such as attendance at school extra curricular/parties/events etc, until their behaviour goes back into green and the report is lifted. Privileges are replaced as and when improvements are observed (at schools discretion). There is no set amount of time for a child to be monitored on a 'Pupil Individual Plan,' however if staff feel that improvements are not sufficiently made (at their discretion) then they may decide that more intervention is required to support the child as set out below.

Children who access a 'Pupil Individual Plan' may need outreach support from other agencies such as support from the Bentley Primary Learning Centre (PLC). If this is appropriate then parents will be made aware of this process. Furthermore, the child/family may be referred to the Early Help Hub whereby specific professionals offer their expertise to the child/family with a Team Around the Child (TAC) approach and by offering a multi-agency service. This allows for half termly meetings to be held to ensure that services provided are having a positive impact on behaviour/child's well-being.

For the small minority of pupils who require being removed from certain situations due to unsafe behaviour towards themselves and/or others then positive handling trained staff will use physical intervention as and when appropriate. (Please see separate positive handling policy)

In a minority of cases the school may employ fixed term or permanent exclusions. The school uses the most up to date Government directives when dealing with exclusions (see Government guidelines).

Discretion is used in all cases; staff may deem that certain behaviours warrant acceleration through any of the above stages.

Lunchtime Behaviour

Lunchtime behaviour is tracked and recorded in the same way as lessons. Lunchtime staff will inform the class teacher. Appropriate sanctions will be put in place by the SLT team and class teacher. Incidents to be recorded on Cpoms.

Government Guidelines

Exclusion Information

Good discipline in schools is essential. The Government supports Principals' in using exclusion as a sanction where it is warranted. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Key Statutory Requirements

From 1 September 2012, the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 superseded the requirements of the Exclusions Annex of academy Funding Agreements in relation to fixed-term and permanent exclusions. Academies are required to comply with these regulations and have regard to the Government's statutory guidance: Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion.

Funding Agreement Requirements

Academies must, if invited, enter into an agreement with the local authority to pay its costs of educating a pupil who has been permanently excluded. The local authority must also pay the academy if they offer a place at the academy to a pupil who has been permanently excluded from another school.

Exclusions

Pupils can only be excluded for a disciplinary reason. Parents and local authorities must be notified about all exclusions and parents are able to ask for certain exclusions to be reviewed by the Directors Board. This will involve reviewing the decision of the Principal and considering the outcome of any independent review panel hearing.

If a child is internally excluded from their classroom, they will be given some work to produce where time for reflection will be available. Health and Safety of the children is of paramount importance. Staff withhold the right to exclude children from all activities, particularly if Health and Safety risks are comprised, including making the decision to go on a school trip or not.

Independent Review Panels

When requested by a parent, academy trusts are responsible for arranging an independent review panel to consider the decision of the Directors Board to uphold a permanent exclusion. Panel members need to be trained in how to perform their role. School will also need to appoint a special educational needs (SEN) expert to advise the panel, where requested by a parent. This applies even if the child is not recognised as having SEN by the school.

The independent review panel is able to uphold the decision to permanently exclude a pupil; recommend that the Board reconsider its decision; or direct the Board to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner that has led to injustice.

Where a Board does not offer to reinstate a pupil following a direction from a panel to reconsider its decision, the panel will be expected to require an additional payment of £4000 be made to the local authority towards the cost of alternative provision.

Requirement to Provide Suitable Education to Excluded Pupils

Local authorities must provide full-time suitable education for all pupils permanently excluded from the sixth day of exclusion.

Equality Act

The duty under the Equality Act 2010 not to discriminate needs to be taken into account when taking a decision on whether to exclude a pupil. Academies must also ensure that their policies, such as their behaviour policy, do not discriminate against pupils by unfairly increasing their risk of exclusion.

Where a parent alleges discrimination in relation to a fixed period or permanent exclusion, they are able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).
