Behaviour for Learning Policy

At Barrow URC Primary School, we work hard to ensure that all of our pupils are included in all parts of school life. We begin with high quality teaching, ensuring that all of our staff are trained to support all children. For children with special educational needs or disability, we may make reasonable adjustments or call upon the support of external experts. We have high expectations for all of our children and track the progress they make carefully, ensuring timely and high quality intervention is in place where necessary. It is important that we work closely with families, with the child always at the heart of our approach. We provide a safe, inclusive environment, in which all children feel welcome and valued. In our school, the child is always at the heart of what we do. Our core values are the pillars of our school community and help us to provide a safe, caring environment in which all our children feel welcome and valued.

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Policy Statement and Aims

Barrow URC Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour.

• To create a culture of exceptionally good behaviour: for learning, for community for life.
• To ensure that all learners are treated fairly, shown respect and to promote good relationships. • To help learners take control over their behaviour and be responsible for the consequences of it.
• To build a community that values kindness, care, good humour, good temper, obedience and empathy for others.
• To promote community cohesion through improved relationships.
• To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and pupils that:
• Recognise behavioural norms
• Positively reinforces behavioural norms
• Promote self-esteem and self-discipline
• Teach appropriate behaviour through positive interventions such as time with Barrow animals.

Our School Rules 'The 3 B's'



Roles and Responsibilities – All Staff

1. Meet and greet at the door.
2. Refer to Be…. 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past pupils who are behaving badly.
9. Promote 'Walking tall' at all times

Senior Leaders

Senior leaders are also not expected to deal with behaviour referrals in isolation. They too will stand alongside colleagues to support, guide, and model a unified consistency to the leaners.

Senior leaders will:

• Meet and greet learners at the beginning of the day

• Be a visible presence around the site

• Celebrate staff, leaders and learners whose effort goes 'above and beyond' expectations

• Regularly share good practice

• Support teachers in managing learners with more complex or entrenched negative behaviours including the settings up charts, speaking with parents etc.

• Use behaviour data to target and assess school behaviour policy and practice

We recognise and reward pupils who go 'above and beyond' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners hardest to reach.

Consistency in Practice

- Consistent language: consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

- Consistent follow-up: ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

- Consistent respect from the adults - Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.

- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

- Consistent cultures of excellent behaviour management. There is no instant solution to outstanding behaviour management.

There is no short cut to changing behaviour. There is no alternative to hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour. Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated as valued individuals they respect adults and accept their authority.

Praise

School level

1. Headteacher's Award in family celebration worship each Friday

2. Praise and golden Headteacher stickers

3. Recognition on our newsletter

4. Notes/ cards and phone calls home to parents.

Classroom level

1. Praise

2. Stickers and Dojos

3. House points

4. Star of the week and Headteacher Award (linked to school values)

5. Opportunity to show good work to another member of staff.

6. WOW wall to showcase children's work and talents.

Managing behaviour in Key Stages Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is required. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, where necessary, taking individual needs into account. Praise the behaviour you want to see.

All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

School level support Steps Actions

Practical steps in managing and modifying poor behaviour

Learners held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

The reminder

A reminder of the expectations for pupils Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The Caution

A clear verbal caution delivered as privately as possible to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners reminded of their good previous good conduct to prove that they can make good choices.

a. Gentle approach, personal, non-threatening, side on, eye level or lower.

b. State the behaviour that was observed and which rule/expectation/routine it contravenes.

c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.

d. Walk away from the pupil; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy-returning pupils to their learning.

Time-out zone in classroom (table or carpet spot dependent on age)

• The teacher speaks to the child away from others.

• Boundaries are reset, (if needed)

• Learner asked to reflect on their next step. Again, they with a reminder of their previous conduct/attitude/learning.

• Learner given a final opportunity to re-engage with the learning / follow instructions. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Time out of class – Link classroom

- Learner is asked to leave the classroom for 10 minutes timeout. This can be either in a neighbouring classroom, or if needed, with a member of SLT.
- Once the time is finished it is importance to have a restoration conversation before the child joins back in with their peers and learning. If this is in the middle of a session, then the discussion should take place at the next break.
- Missed learning (10 minutes) to be made up at break or lunch time.

Restore

Reparation meetings at Barrow URC Primary School are a core part of repairing damage to trust between staff and pupils. Our Reparation meetings are structured in six steps:

1. What's happened?

2. What was each party thinking?

3. Who feels harmed and why?

4. What have each party thought since?

5. What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, senior leaders will support when requested.

Learners' may have their behaviour monitored by teachers to show progress towards agreed targets

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The pupil is a key worker who will;

• Support and if necessary, facilitate the Reparation Meeting between the member of staff and learner.

• Develop an appropriate action plan with the pupil

• Monitor, review and mentor using the action plan

Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves

Senior leaders will ensure that a weekly meeting or phone call is set up with parents to discuss their child's progress towards the agreed targets.

All of these matters will be confirmed in writing and recorded on C-Poms

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Exclusions

Fixed Term Exclusions

Barrow URC Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Barrow URC Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Children with Social, Emotional and Mental Health Problems Children who exhibit behavioural problems will need to have a behavioural support programme put in place (Positive Behaviour Plan). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Head/SENCo/SLT/ will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from specialist teachers, family and children wellbeing services, Children's Champion and/or Educational psychology input.