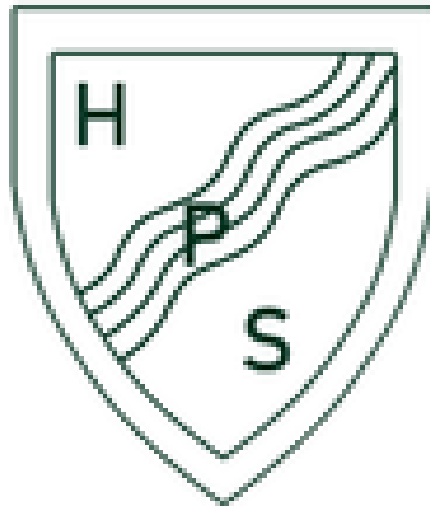


Halling Primary School



Behaviour for Learning Policy

Policy Reviewed By: Lisa Taylor	
Policy Review Date: September 2022	
Next Review: September 2023	
Approved By: LGB	Date: June 2021

“Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning.”

T. Bennett - Independent Review of Behaviour in School (March 2017)

Aims:

Our Behaviour for Learning Policy aims to maximise excellent standards of behaviour as well as to minimise inappropriate behaviour. At Halling Primary School, we encourage and promote a caring, supportive environment where every child matters. We endeavour to create a community that:

- Enables learning for all
- Ensures respect, empathy for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working to give children a feeling of belonging
- Ensures children have self-discipline and take responsibility for their actions
- Ensures all children and all adults feel safe, secure, valued and cared for

To facilitate and achieve this we:

- Show that we care for all children
- Treat all children with courtesy and respect
- Recognise a child’s fears and help them to understand that their fears and difficulties are not unique
- Appreciate how well children cope with their personal problems
- Have a positive behaviour management approach that builds children’s social skills
- Deal with each incident afresh and not jump to conclusions
- Listen to and take children’s views into account
- Create a positive, calm and purposeful learning environment
- Provide a well supervised, stimulating playground environment with suitable equipment for play
- Provide a curriculum that is relevant, challenging, inspiring and that develops children’s self-awareness
- Ensure that teaching and modelling of personal, social and emotional development is a core element of all lessons and activities and the whole curriculum
- Promote children’s independence, resilience and personal responsibility with an awareness of their role within the community
- Ensure all staff have an understanding and acceptance of the needs of all children
- Have a shared understanding of procedures in this policy and apply them consistently: using praise more readily than sanctions
- Effectively communicate with children and parents/carers our high expectations for learning and behaviours: building good home-school partnerships
- Work in partnership with external agencies, where necessary

Positive Learning Behaviours:

All staff encourage a positive approach to behaviour for learning throughout the school and in their classrooms. Our Golden Rules and Core Values, displayed throughout the building, reflect this positive approach and are a constant point of reference for expected standards of behaviour.

We aim to have the highest possible consensus about standards of behaviour among staff, children, parents and carers. All our children understand Halling's Golden Rules and the reasons for them.

Golden Rules:

We believe that good behaviour originates from mutual respect. Our approach is to praise children for modelling appropriate behaviour and reward them with encouragement.

We have six 'Golden Rules' that staff and children have agreed and upon which form a code of behaviour. They are phrased as positive statements:



Our Golden Rules are displayed in all areas around the school, for example, the dining hall, the hall, additional work spaces, the playground and classrooms. Children are reminded that rules are necessary to ensure that everyone is safe, happy and able to learn. Children are regularly taught about their value and importance, for example, in assembly, Jigsaw lessons and at play times. Children learn that rules are embedded within our British values system as: respect for the rule of law and respect for the wider community.

Our Golden Rules work in conjunction with Halling’s Core Values:

Learning for Life	Compassion	Integrity
<p>“Never stop learning; for when we stop learning, we stop growing.”</p>	<p>At Halling Primary School, we are kind, caring and considerate.</p>	<p>At Halling Primary School, we always tell the truth, we are responsible and make the right choices.</p>
<p>We always try our best.</p> <p>We take pride in our work.</p> <p>We take responsibility for our own learning.</p> <p>We develop a thirst for learning.</p>	<p>We listen to one another.</p> <p>We care about everyone in our community’s feelings.</p> <p>We are helpful and kind.</p>	<p>We are honest and take responsibility for our words and actions.</p> <p>We follow the school rules so that we are all safe.</p> <p>We make the right choices.</p>
Thankfulness	Respect	Resilience
<p>At Halling Primary School, we are grateful for what we have and the opportunities given to us.</p>	<p>At Halling Primary School, we treat everyone the way that we would like to be treated and we take pride in our school environment.</p>	<p>At Halling Primary School, we try our very best, learn from our mistakes and never give up.</p>
<p>We show good manners to all members of our community.</p> <p>We have a positive attitude to our learning.</p> <p>We celebrate our own and each other’s successes.</p>	<p>We show respect to others through our words and actions.</p> <p>We respect our property, the property of the school and the property of others.</p> <p>We respect the rules of the school and the laws of the country.</p>	<p>We persevere when tasks are challenging.</p> <p>We are independent, problem-solvers.</p> <p>We are aspirational.</p>

Promoting Positive Learning Behaviours At Halling:

We expect all children to:	We will promote positive learning behaviours by:
<ul style="list-style-type: none"> • Play cooperatively, take turns and share • Build positive relationships with adults and their peers • Listen to and follow instructions given by adults • Learn to recognise and take responsibility for their own feelings and behaviour • Actively engage in their learning by listening, questioning, responding and thinking • Respect and respond positively to both written and verbal feedback • Respond to suggestions about how to improve and develop • Develop resilient attitudes towards their learning • Work with other children cooperatively and respect different opinions • Always communicate with other children and adults in a respectful way 	<ul style="list-style-type: none"> • Providing well-organised classrooms with appropriate resources and materials • Planning a curriculum that is tailored to the needs of all children • Teaching and modelling routines and expectations e.g. tidying up, story time, sharing toys • Providing prompts and reminders – visual and verbal – gradually reducing these • Modelling and teaching throughout the whole curriculum the required learning behaviours in whole class teaching and group sessions • Using stories and songs to support teaching and modelling of expectations, in particular with our youngest children • Recognising, praising and rewarding positive learning behaviours • Using PSHE themes to explore behaviour for learning • Modelling and teaching children positive ways to deal with differences of opinion or conflict • Encouraging children to be polite and assertive in responding to other children • Equipping children with the skills to self-regulate their emotions • Regularly reviewing provision, resources and activities to ensure children are supported to achieve expectations

Rewards and Sanctions:

The behaviour management approach at Halling is centered around the Golden Rules with a clear system of rewards and sanctions.

Rewards:

Rewards are used to promote and reinforce our Golden Rules. Rewards are agreed and used consistently by all staff members. Every child should receive regular praise and encouragement and should experience success and recognition for following the Golden Rules. Through rewards given, other people (including peers and parents/carers) share in each child's success.

Rewards will include:

- Constant positive reinforcement and recognition through praise and Dojo Points
- Contact between the teacher, parent/carers, for example, contact books, telephone calls or a conversation at the end of the day
- Whole-school Golden Time (Individual Reward – thirty minutes every Friday)
- Core Values of the Week Award (Individual Certificate - Friday)
- Headteacher's Award (Individual Certificate - Friday)
- Star of the Week Award linked to Dojo Points (Individual Certificate and Prize - Friday)
- Class of the Week Award (Class Certificate and Prize - Monday)
- Weekly Kindness to Others Award (Individual Badge - Monday)
- Good Choice Jar (Class Reward – on jar being filled with 'good choice' marbles)

Golden Time:

Golden Time is a reward earned by all children who demonstrate consistently good behaviour in following our Golden Rules. Golden Time is agreed activities that children sign up to in advance on a Monday morning. These activities are run by individual adults.

Golden Time (thirty minutes) takes place on Friday afternoon for all children. Any children who have lost minutes during the week (see: Sanctions) will have these deducted from their thirty minutes so, the children pay this time back at their chosen activity. When they have paid back their time, they join their peers for the remainder of their chosen Golden Time activity.

If a child is consistently missing Golden Time, then parents/carers are notified by their class teacher. Lost Golden Time is monitored by the class teacher as this enables us to see any 'patterns' of behaviour over time. Arbor is used to log repeated poor behaviour and this also ensures that the Senior Leadership Team are aware.

Behaviour that Limits or Disrupts Learning:

The following list, although not exhaustive, gives examples of behaviours that limit or disrupt learning both for the individual and for others:

- Not focusing on tasks
- Taking too long to begin tasks
- Inappropriately calling out

- Interfering with or disrupting other children’s learning
- Bringing playground discussion/issues into the classroom

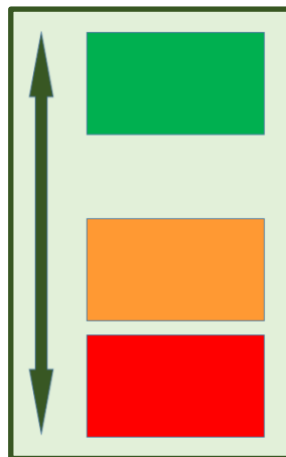
We recognise that:

- There are always reasons behind why a child is unable to learn effectively and display behaviour that is stopping learning
- Behaviours that stop learning for an individual also stop the learning for other children
- All children need to make the best learning progress and these behaviours are not acceptable
- The needs of children are all different
- At times, additional support may be required from other agencies

Sanctions used to respond to behaviours that are stopping learning:

Stage 1 – Traffic Lights

Running alongside our Golden Rules and rewards is our Traffic Light Behaviour Management System.



- Start of every teaching session = name on green
- Not following Golden Rules = verbal warning and an opportunity to make the right choice in respect of the Golden Rule that is not being followed
- Continuation of poor behaviour = name visually moved to amber
- Making the right choice = an opportunity for name to move back to green
- Continuation of poor behaviour = name moved to red
- Name on red at end of teaching session = a loss of five minutes of Golden Time

As outlined, children can earn minutes back throughout a session (once their name has moved) by demonstrating positive behaviour and by making the right choice. Children remain on green for consistently good learning behaviours and are praised accordingly.

At the start of each new teaching session, for example, after morning play time and lunch time, the children all start on green: a fresh start. If a child has lost Golden Time in the previous

session, it is documented by the class teacher on a separate chart. Children can be given additional loss of Golden Time in a new session.

In some cases, teachers can also use their discretion to hold back children from **part** of their play time or lunch time to either finish their work or discuss their behaviour choices. If this happens, it is followed up with a conversation with parents/carers at the end of the day.

We will respond to behaviours that are stopping learning by using these strategies in conjunction with the Traffic Light System:

- Non-verbal and verbal cues to refocus a child
- Recognise and reward positive learning behaviours
- Provide a change of activity or sensory break if required
- Recognise and validate a child's actions and feelings and ensure the child recognises the behaviour that is stopping learning and takes responsibility for their actions

Stage 2 – Year Group Work Area

All children have the right to learn. If a child is disrupting the lesson – continually making it difficult for a teacher to teach and the children to learn – and the child has not responded to the Traffic Light Behaviour Management System and strategies (above), the child will be removed from the lesson for a fixed period of time (a sand timer may be used) to work in the area adjacent to the year group classrooms.

Stage 3 – Partner Class

If a child then continues to disrupt the learning or refuses to complete their work in the area adjacent to the year group classrooms, the child will be taken (by an adult) to their partner class. The child will be taken with work to their partner class and will work in the area outside the partner class year group classrooms. At the end of the teaching session, the child's class teacher will collect the child from their partner class and discuss what went wrong and how to turn this behaviour around by making the right choices. A fresh start will be given at the start of the following session. If a Partner Class is used, it is followed up with a conversation with parents/carers at the end of the day.

Stage 4 – Internal Exclusion

An Internal Exclusion – work completed with the Headteacher or Assistant Headteacher(s) – is only used when all other stages and strategies have been used. If this happens, parents/carers will be aware in advance.

Stage 5 – Fixed Term and Permanent Exclusion:

Exclusion is only used when all other stages and strategies have been exhausted. See: Exclusion Policy.

Fixed term exclusions demonstrate that tolerant, supportive communities have red lines; where all else has been tried, careful consideration is given as to the possible impact of a short or fixed term exclusion from school. In the case of a permanent exclusion, or a managed move, the school will have exhausted all other options and can no longer manage the

extremity of behaviour, meet the child's needs, or guarantee the safe learning environment in the school for other children and staff.

The Headteacher, with reference to Local Authority guidelines, may decide to implement a fixed term exclusion from school. Any fixed term exclusions are logged with the Local Authority. During the fixed term exclusion, it is the parent or carer's responsibility to ensure that learning tasks set are completed and that the child is not out in public during school hours. Failure to do so could result in parents/carers being fined.

Repeated fixed term exclusions may lead to a managed move to another school or to a permanent exclusion.

Continuing incidents of unacceptable behaviour, or any one serious incident, may result in an internal exclusion or a fixed term external exclusion following discussion with the parents/carers. An external exclusion becomes part of the child's school record. Permanent exclusion is the last option for continuing unacceptable behaviour: it can be imposed following a major serious incident.

Staff at Halling do everything in their power to avoid exclusion of children. We will work closely with appropriate agencies and parents/carers to meet the needs of any individual at risk of exclusion.

Dependent on individual circumstances, it may be necessary to:

- Create an individual behaviour plan with the child and parents/carers which will be shared with all staff and regularly reviewed
- Provide consequences that are personalised to individual children and focus on supporting the child's needs
- Use support from other agencies
- Create an Education and Health Care Plan (EHCP) alongside a range of agencies

Recording Unacceptable Behaviour Incidents on Arbor:

Poor behaviour can describe many things. It can describe behaviour that is distracting to oneself, to others, or to the teacher. It can range from actions that insult, to ones that endanger safety. It includes any behaviour that detracts from the academic and social success of the school community, along with behaviour that diminishes the dignity of others. Most behaviour that is unacceptable i.e. that breaks the Golden Rules and challenges the normal order and efficient running of Halling School, is dealt with through a hierarchy of sanctions (see stages above). This hierarchy is adhered to by all staff at all times; it is important that the guidelines within the Behaviour for Learning Policy are upheld and supported consistently by all members of staff and are made clear to children and parents/carers.

Arbor is used for recording significant behaviour incidents and may include, for example, some of the following:

- Refusal to co-operate or act in accordance with the instructions of a member of staff

- Swearing
- Hitting, kicking, pinching or spitting at another child, member of staff or school property
- Verbal abuse, racial or aggression to a member of staff or another child
- Physical assault perpetrated against a member of staff or a child
- Vandalism towards or misuse of school property
- Acting in an unsafe manner that is considered prejudicial to the health and safety of the individual or the wider school community

Behaviour incidents on Arbor are analysed at the end of each term (6 times a year) by the Senior Leadership team to identify any patterns of behaviour that require further investigation. This will also be used to monitor impact of the Behaviour for Learning Policy.

Racist, sexist or homophobic abuse or comments or bullying, including child-on-child abuse, are completely unacceptable. The Headteacher is notified, the incident will be dealt with by the Headteacher or Assistant Headteacher(s). Any such incidents will be logged on Arbor and handled on an individual basis. Parents/carers will be informed.

Behaviour around school, including play time and lunch time, the dining hall and wet playtime:

Play time and lunch time periods are a communal responsibility and, at lunch time, not just the responsibility of the lunch time staff.

We expect all children to share high expectations for Halling, modelled by adults, by:

- Walking quietly and sensibly around the school
- Adhering to our uniform requirements
- Adhering to the procedure for the start and end of play time and lunch time
- Being responsible for belongings and ensuring they are prepared for learning
- Respecting the school community and environment by keeping it tidy
- Showing respect to other pupils and adults by responding appropriately
- Contributing to the supportive ethos of our school
- Taking lead roles in supporting younger pupils
- Not physically or verbally hurting others

If a child is not following the Golden Rules at play time or lunch time (including in the dining hall or classroom, if wet play) a reminder will be given. If the behaviour continues, the child will have five minutes ‘time out’ at the side of the playground, outside the classroom or at the side of the dining hall, to think about their behaviour choices. At the end of the five minutes and, once an adult has spoken with the child, they will be allowed to continue their lunch/play through making the right choices.

Should the behaviour persist, the Headteacher or Assistant Headteacher(s) will speak with the child separately. A personalised consequence, relevant and proportional to the child’s action will be given, for example, this could result in the child missing the following play time

or lunch time. It may be necessary to provide structured play times (or part of play times) to support children who are not meeting our expectations. **Loss of Golden Time minutes are not used as a sanction for poor behaviour choices at play time or lunchtime.**

Children with SEND:

It is recognised that some children will have social, emotional or mental health needs that impact on behaviour and these needs will be managed through an Education and Health Care Plan (EHCP), taking account of the need to consider making reasonable adjustments. Frequently reviewed risk assessments will also be in place for some children. However, it is clear that all children, regardless of individual circumstances, need the firm, clear boundaries that form part of our whole school behaviour policy. In the application of our Behaviour for Learning Policy, we give due consideration to the SEND Code of Practice and the Equalities Act. This could involve external agencies.

Extended Hours Provision:

The Behaviour for Learning Policy applies to extended hours provision – Breakfast and After-School Clubs. Children attending will sign a commitment form and will continue to attend only if their conduct is consistent with the school's high expectations for behaviour. Should this not be the case, parents/carers will be informed.

School Clubs and Sporting Events:

Children whose behaviour is not consistent with the school's expectations for behaviour will not be allowed to attend school clubs or sporting events. Children will be told when this is a prerequisite to attending. Parent/carers will be informed.

Off-Site Visits:

Every effort is made to include all children, regardless of individual needs, on school trips that support the curriculum. Risk assessments for the trip include all reasonable adjustments to meet the needs of such individuals. Where reasonable adjustments cannot significantly reduce risk, the school will work with parents/carers to find reasonable solutions. However, where reasonable adjustments cannot significantly reduce risk, the school, in consultation with parents/carers, may decide that the child cannot attend and the child will work within another classroom on the day of the visit.

Searching and Confiscating:

In the event of a child bringing, or being suspected of bringing, any prohibited items into school, the Headteacher and authorised staff have the statutory power to search for and confiscate any such items. These are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco or cigarette papers; fireworks; pornographic images; any article that a member of

staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including the child).

The Headteacher and authorised staff may also search for any other items banned by the school rules i.e. cigarette lighters; matches; mobile phones; any other electronic devices. (Searching, Screening and Confiscation DFE February 2014).

Positive Handling of Children:

De-escalation is always our first step in responding to extreme behaviour. Staff at Halling have regular de-escalation training. The use of reasonable force is rare and only used in exceptional circumstances and as a last resort. However, all schools have a legal power to use reasonable force. This should be done only by trained teachers, unless there is immediate physical danger to staff, children or themselves. This will be done by a dynamic risk assessment. Reasonable force is used either to control or restrain. Control means either passive physical contact, such as blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom. Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example if two children were fighting and would not separate without physical intervention.

A child will only be handled as a **last resort**, where their personal safety or that of other children is at risk. Only trained members of staff will be involved.

Please see: Use of Reasonable Force in School Policy

Conflict Resolution:

As an important part of the PSHE programme, we teach children about how to resolve minor conflicts in a non-violent manner. Children learn to take ownership of their feelings and are given strategies for dealing with them. They also learn to recognise a range of feelings and emotions in other people and to understand how these can affect actions.

Parent/Carer Partnership with Behaviour:

We work together with parents/carers to create an environment which enables children to benefit from the education we provide. When parents/carers bring their children to Halling Primary School, we expect them to reinforce acceptable behaviour and the Golden Rules, as our rules are there to encourage the children to work hard, respect others and their environment.

This policy is linked to the following policies which are available on the school website:

- Anti-Bullying Policy
- SEND and Inclusion Policy
- Equality Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy

- Use of Reasonable Force in School Policy
- Social, Moral, Spiritual and Cultural (SMSC) Policy