

POSITIVE BEHAVIOUR FOR LEARNING POLICY

Reviewed June 2018

This policy is annually reviewed by the School Improvement Committee and amendments are approved by the full governing body. It is published to parents via the website. All teachers and support staff are made aware of the policy at least annually and are expected to adhere collectively to the related practices and procedures in relation to maintaining positive behaviours for learning.

Behaviour and discipline in schools DfE 2012

As per this guidance the Headteacher publicises our Positive Behaviour for Learning Policy Annually, in writing via the website for parents and via the Teachers and Support Staff Handbook for members of school teachers and support staff.

Abel Smith's procedures for dealing with complaints about behaviour are a declared part of the school's procedures for handling all complaints. The Complaints Policy can be accessed via the website.

Links to other policies: This policy should be read in conjunction with the Equality, Child Protection, Anti-Bullying, Inclusion, Physical Restraint, SEND, e-Safety.

At Abel Smith School we take a positive and proactive approach to behaviour management and the development of behaviour for learning. We believe that good behaviour is essential in order for effective teaching and learning to take place, and that pupils, teachers and support staff has the right to work in an environment which is safe, friendly and peaceful. Good learning behaviour must be carefully developed and supported. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, recognising success and giving praise for effort and achievement.

However, threatening, bullying, discriminatory or abusive behaviour towards members of our school community can sometimes make it necessary for us to manage or cease contact with a child and/or their family if the unreasonable behaviour hinders our ability to deliver our work safely and effectively.

Safeguarding is our first and foremost priority, therefore should an extreme situation arise where despite our best efforts we cannot safeguard a pupil, class or member of staff then remedial action will be necessary. This will take the form of exclusion, either internal (within the school but not in the classroom with other children), fixed term at home or permanent removal from our school.

For Abel Smith to function as a safe and effective learning community then **all members of our school community (governors, staff, parents and pupils)** must comply with this policy and procedures.

The governors, teachers and support teachers and support staff at Abel Smith aim to:

- To promote equality and equal access to educational opportunity within the school community;
- To maintain a calm and ordered learning environment.
- To teach children that they have ultimate responsibility for their behaviour through the choices they make.
- To encourage consideration for others by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To promote an environment where the teachers and support staff support children to manage their behaviour.
- To ensure that appropriate behaviour for learning is encouraged and recognised through a comprehensive system of rewards and sanctions applied consistently by all teachers and support staff.
- To sustain the children's pride in their school and their learning.
- To ensure parents are kept informed about their child's behaviour for learning through school reports, home school contact book, phone calls or face to face meetings.

FUNDAMENTAL PRINCIPLES

There are three fundamental principles upon which our behaviour for learning policy is based:

1. We believe that it is our duty to promote and encourage positive behaviour at all times through clear guidelines. When a child's behaviour does not adhere to these guidelines supportive behaviour management strategies are implemented by the class teacher.

2. We believe that when a child demonstrates anti-social behaviour that disrupts the calm and ordered learning environment, it is the behaviour which is unacceptable, **NOT** the child. The school will address this behaviour with the child and when necessary, work in partnership with their parents to resolve the disruptive behaviour.
3. There can be children who present exceptional behaviour that is linked to mental health or special educational needs and requires an Individual Support or Risk Management Plan to formalise strategies that differentiate from this policy.

Expectations of the school community

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. The Social Moral Spiritual and Cultural curriculum and our values education are used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

Our School Charter for Good Learning Behaviours

We have agreed a School Charter which generates a safe and calm learning community in which our pupils can display outstanding behaviours and be happy. These are:

- We care. We are safe at school.
- We have courage. We respect the rights of others.
- We commit. We are resilient and persevere.

In lessons and around school, our teachers and support staff look for these behaviours in the following ways:

- **Engagement** which includes sitting attentively and sustaining eye contact with the person who is speaking. Showing enthusiasm for the learning and expressing their views with confidence but also showing respect for others by being polite and listening when another person is speaking. Valuing learning resources by using them appropriately and always sharing with others by taking turns.
- **Motivation** which includes volunteering information and showing a willingness to take responsibility and be supportive towards others. Making every learning minute count by proactively settling to the task in hand promptly and sustaining their concentration until the task is completed. Showing an academic discipline to work independently to solve problems when they find the learning difficult or not personally of interest.
- **Creating and thinking critically** this includes using the mind as a tool to generate ideas that can solve problems. Being flexible in their thinking to avoid a fixed mindset. Instead be 'open' to suggestions made by others and be prepared to see failure as a learning opportunity.

At the beginning of the autumn term each class explores the meaning of good behaviours for learning. The children work collaboratively to explore the different behaviours and their meaning at an age appropriate level.

How good learning for behaviours are established at Abel Smith

In the home - strong links are formed with parents in the early years to foster positive relationships upon which a common understanding of good behaviours for learning can be established with the child, class and parents. Home visits before starting school generate a positive relationship. The Early Years Curriculum focuses on the Personal, Social, Emotional Development and it forms a significant aspect of the teaching and learning.

Classroom Management - teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays will have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation.

Behaviour strategies and teaching of good behaviour – We believe that an appropriately structured curriculum and effective learning; play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children are treated sensitively; responses never intentionally damage self-esteem, focusing on the behaviour rather than the individual child. We teach about good behaviour, as we teach other areas of the curriculum, through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

Restrictive Physical Interventions may be appropriate in exceptional circumstances when the safety of a child would be significantly compromised unless an adult intervened, for example in a situation of clear danger or extreme urgency.

Comfort when a student is in distress may be appropriate in exceptional circumstances. These include: considerable distress, to gently direct a person, for activity reasons (drama, PE), or to avert danger to the child or other persons or significant damage to property. At all times staff will respond professionally when providing comfort and appropriately reassure a distressed child when all other options have been considered. The comfort may include the following: a supportive hug to comfort or reward, a supportive arm, and an 'open mitten' to shepherd, guide or escort a child.

Transporting children in exceptional circumstances may be necessary. In such cases this will be in a car that is insured with two members of staff. Parents will be informed of the schools intention where possible.

Liaison with parents

Ensuring good behaviour in schools DfE 2012

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school, including those around behaviour and attendance. Parents have a clear role in making sure their child is well behaved at school.

We actively seek to build a partnership with parents so that they are able to support the school in promoting good behaviour and attendance. We consider it important that parents know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Positive Behaviour for Learning Policy is shared via the school website.
- An Anti-Bullying Policy with parent and child friendly leaflets shared via the school website.
- A Home School Agreement which is included in every child's homework diary and signed by parent, child and their class teacher annually.

We share information about behaviour with parents through the following:

- Website celebrating pupil's achievements
- Postcards which are posted home to celebrate individual success
- Attainment and Progress reports which are sent home at the end of the autumn and summer term.
- Parent Consultation Meetings which take place in October and February.
- Individual correspondence which for children with specific need and this includes IEP, Behaviour Contract and CAF meetings where appropriate.

Violent or abusive behaviour: show respect, we are here to help you.

Education is a face to face, front line service. Therefore we have a 'Zero Tolerance' policy with respect to the safeguarding of our staff and pupils.

As a parent of Abel Smith School we expect you to:

- Treat the teachers and support staff with courtesy and respect.
- Be patient.
- Allow at least 72 hours-notice (excluding weekends and bank holidays) to process your request.

We take seriously any threatening, abusive or violent behaviour against any of our staff or pupils. If a parent harasses, intimidates or is abusive, they will be warned to stop their behaviour. If they persist, we may exercise our right to take action to have them removed, immediately if necessary.

Social media sites and gaming

Due to the unprecedented increase of unkind gestures and words as well as violent and aggressive games during the school day, we ask parents to act responsibly regarding allowing their child access to social media sites and gaming. Please be mindful that the legal age for most of these sites and games is 13 years.

Appendix 1:

GOVERNORS STATEMENT OF BEHAVIOUR PRINCIPLES

June 2018

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the head teacher.

The statement has been adopted by the governing body as a whole, following discussion with the head teacher, parents, staff and pupils.

The purpose of this statement is to give guidance to the head teacher when writing the behaviour policy which will reflect the principles that the governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Overview:

The governors of Abel Smith School believe that high standards of behaviour lie at the heart of a successful school. We aim to develop a moral framework within which initiative, responsibility and sound relationships can flourish. We strive to enable our children to develop a sense of self-worth and a respect and tolerance for others. Behaviour for learning is vital for a child's success at school. We also acknowledge that parental support is one of the important keys to success.

Principles:

- All children, staff and visitors have the right to feel safe, valued and respected at all times
 - Abel Smith is an inclusive school. All members of the school community are equally valued
 - Staff and volunteers set an excellent example to pupils at all times
 - Every child has the right to learn but no child has the right to disrupt the learning of others
 - The school rules are clearly set out in the behaviour policy and displayed around school. Governors expect these rules to be consistently applied by all staff to all pupils
 - The behaviour policy for Abel Smith School covers school trips and activities which take place outside the school grounds, including pupils travelling to/from school whilst wearing school uniform. We expect our children and staff to behave in a way that upholds and promotes the good name of the school in the community
 - Governors support the use of a wide range of consistent rewards fairly applied to encourage good behaviour in school
 - Sanctions for unacceptable or poor behaviour are known and understood by all staff and pupils and consistently applied. They are clearly described in the behaviour policy so that children, staff and parents understand how and when sanctions are applied. Families are informed of significant behaviour incidents to foster good relationships between the school and pupils home life
 - The responsibilities of children, parents or carers and all school staff with respect to children's behaviour is outlined in the Home School Agreement and signed when a pupil joins the school
 - Threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated under any circumstances
 - School staff have the power to screen or search a pupil where there is a reasonable belief that he or she possesses an item that is prohibited or banned in accordance with the school rules
 - The head teacher will inform the police if there is evidence of a criminal act
 - The head teacher may inform the necessary authorities, as appropriate, if there is evidence of neglect or they fear that abuse may take place
 - Governors expect the head teacher to follow Department of Education (DfE) guidance on the use of reasonable force, which is detailed in the behaviour policy
 - Governors expect the head teacher to seek advice from the appropriate authorities and follow DfE guidance when dealing with allegations against staff. Abel Smith employees who are accused of misconduct will not automatically be suspended pending an investigation.
-

Appendix 2: Rights and Responsibilities

A CHILD'S RIGHTS AND RESPONSIBILITIES

The rights of a child	The responsibilities of a child
To be safe and happy.	To cooperate and promote positive behaviours for learning. To smile and speak calmly at all times.
To be treated fairly and with respect.	To treat others fairly and with respect. To look at the person to whom you are talking.
To be able to learn in a friendly, encouraging, safe secure environment.	To take time, think before speaking or doing.
To feel confident to express opinions.	Without using a raised voice present an opinion.
To be confident your opinions will be valued.	Listen to and respect the opinions of others, even if they are different.
To know what constitutes good learning behaviour.	Sign the pupil agreement.
To know the consequences of unacceptable behaviour.	Work with your class teacher to understand the reason for the behaviour and ways to avoid behaving in that way again.
To have access to the resources required to learn effectively.	Share the equipment. Store it safely. Use it properly.

TEACHERS AND SUPPORT STAFF RIGHTS AND RESPONSIBILITIES

The rights of a teachers and support staff	The responsibilities of a teachers and support staff
To work in a friendly and safe environment.	To smile. To be vigilant in maintaining safeguarding procedures.
To be treated fairly and with respect.	To generate a school ethos that values diversity and promotes tolerance.
To be supported by the school community.	To promote cohesion by fostering positive, professional relationships with all members of the school community.
To be feel confident to express opinions.	Be sensitive and considerate towards others.
To be informed by parents of family situations that may affect behaviour and attitudes in school.	To inform parents of the problem and the action of the school.
To contact and have the support from parents when managing difficult behaviour.	To be approachable, to listen, to make time and to act on information.

PARENT'S RIGHTS AND RESPONSIBILITIES

The rights of a parents	The responsibilities of a parents
To have access to the behaviour policy.	To seek clarification if the information is not clear.
To be treated with respect and consideration.	To treat others with respect and consideration.
To expect that there will be no cultural, sexual or physical discrimination.	To inform the head teacher if you see others acting in a discriminatory manner.
To expect consistent approaches to managing behaviour.	Through appropriate means (Parent Voice or Gove Forum) feedback to the head teacher.
To receive and offer information about their child's education and behaviour.	To inform the school of concerns as they arise.
To expect consistent approaches to codes of behaviour.	Be open and willing to listen. To develop workable solutions.
To expect behavioural issues to be dealt with according to the school's policy.	To trust the school.

Appendix 3: Behaviour Expectations

EXPECTATIONS	POSITIVE RECOGNITION	ACTION
<ul style="list-style-type: none"> • Excellent attendance (95%+) • Clean, correct uniform including PE kit. • Listens attentively • Follows instructions promptly • Speaks politely • Collaborates with others • Enthuses about their learning • Perseveres and is resilient • Looks after property and is diligent 	<ul style="list-style-type: none"> • Verbal praise • A postcard home sharing positive news 	<p>CLOUD Low level disruptive behaviour</p> <ul style="list-style-type: none"> • Time to talk  <p>RAIN CLOUD Premeditated disrespectful behaviour</p> <ul style="list-style-type: none"> • Time to think  <p>STORM CLOUD disruptive, not safe behaviour that could result in harm.</p> <ul style="list-style-type: none"> • Time away  <p>HURRICANE Disruptive behaviour that has resulted in harm.</p> <ul style="list-style-type: none"> • Time to intervene 

Appendix 4: STEPS to managing behaviour positively.

Underpinning STEPs approach to positively managing behaviour is trust.

If low level disruptive behaviour is not addressed early on it can escalate and create a breakdown in trust. Positive relationships in school are built on trust. If over time trust is eroded away, the relationship between a child and adult/s can breakdown. The child can feel negative about school and isolated from peers or adults. To prevent this occurring, the governors and staff at Abel Smith School are committed to working with children and supporting them to recognise within themselves when their behaviour that is not helpful to their learning or safe. At these times the teachers and support staff will implement appropriate sanctions to support the child and work with them to change their behaviour.

Where this is not possible, the school will engage with parents and work collaboratively to resolve issues.

Behaviour		Action
CLOUDY 	<p>Low level disruption that shows a lack of engagement in learning</p>	<p>Verbal prompt Verbal warning x3</p> <p>Distraction activity/Refocus activity Short 1:1 discussion with the class teacher</p>
OVERCAST 	<p>Significant disruption that distracts or disrupts learning concern.</p>	<p>Time out of their classroom in another learning area to complete the set task. OR Supervised break time Monday to Thursday or Friday afternoon to complete the missed learning.</p>
RAIN CLOUD 	<p>Disrespectful behaviour that results in a disruption to the safe running of the school environment.</p>	<p>Behaviour will be logged by the child or children and adult or adults involved.</p> <p>Appropriate restorative consequences.</p> <p>If appropriate, a letter of apology from the child.</p> <p>Being given responsibility for a role within the school community.</p>
STORM CLOUD 	<p>Persistent deliberate disobedience and lack of cooperation.</p>	<p>Senior Leadership aware.</p> <p>Parents will be informed via a letter. Parents return the letter to acknowledge receipt.</p> <p>Risk Management Plans leading to a referral to the Behaviour Support Team or a Families First Assessment.</p> <p>This behaviour may lead to an internal exclusion.</p>
HURRICANE 	<p>Disruptive behaviour that stops the learning of other children or puts the child or children at risk of significant harm.</p>	<p>Fixed Term Off-Site Exclusion (1 – 5 days)</p> <p>Meeting with parents, class teacher and head teacher.</p>
TORNADO 	<p>A one-off serious breach or persistent breaches of our school's Positive Behaviour Policy.</p>	<p>Permanent exclusion (See separate documentation)</p>

APPENDIX 5: Letter 1 to parents

Promoting Positive Behaviour for Learning

Date:

To the parents of:

For your information, in school today the following behaviour significantly disrupted the learning of the class:

Behaviour	
Constant low level disruption that shows a lack of engagement with learning	
Constantly generating a noise or movement that distracts or disrupts the learning	
Conscious premeditated , disrespectful behaviour	

School action as per our Positive Behaviours for Learning Policy:

.....

.....

✂.....

Parent action:

To reinforce this behaviour is not tolerated in school and support your child to show respect towards the teaching and learning in their class.

Date

I have spoken to my child..... regarding the incident that happened in school. I understand if this happens again there will be further consequences.

Signed:

APPENDIX 6: Letter 2 to parents

Promoting Positive Behaviour for Learning

Date:

To the parents of:

For your information, in school today the following incident occurred:

.....
.....
.....

School action as per our Positive Behaviours for Learning Policy:

.....
.....
.....

Parent action:

To reinforce this behaviour is not tolerated in school.

✂.....

Date

I have spoken to my child..... regarding the incident that happened in school.

I understand if this happens again there will be further consequences.

Signed:

APPENDIX 7: FIXED TERM AND PERMENANT EXCLUSIONS

Exclusion

- A serious breach or persistent breaches of our school's Positive Behaviour Policy.
- Allow the pupil to remain in school would seriously harm the education or safety of others in the school.

Our Position and Process

Steps have been designed to ensure that our response to unacceptable behaviour is proportionate and fair. It is important to follow each of the steps, allowing for behaviour to improve before any significant consequences are put in place.

The steps are summarised below.

1. Identify Behaviour as Unacceptable

In instances where a child's behaviour is unacceptable, we explain why and ask them to modify it (restorative consequences). We will explain that if this does not happen we will apply either protective or educational consequences. We will then monitor their behaviour and give them the opportunity for it to improve. If a child's behaviour is being monitored they will be put on the 'watch list' so that all members of staff can support the child.

2. Managing Unacceptable Behaviour

If behaviour continues to be unacceptable after implemented restorative consequences we will act accordingly. (School Action is listed in Appendix 4)

3. Sharing information

In order for consequences to be effective the school staff, as appropriate, need to be aware that action has been taken so that they can help to enforce the behaviour expectations consistently. All members of staff are aware of the confidential nature of the information and the data protection regulations.

4. Review Action

Restorative consequences will not continue indefinitely.

5. Disengage

Where intermediate restorative consequences have not resolved the issue of unacceptable behaviour, or where the behaviour is so extreme from the start that no other options are left, exclusion will be considered. If a pupil is issued with exclusion it will be formally recorded on the behaviour log and parents will be informed.

Extreme behaviour

Where behaviour is so extreme that it is an immediate threat to the safety and welfare of staff or others, the head teacher will consider whether it is necessary to report the matter to the Children's Services (Hertford County Council), Child Protection or the Police to consider taking action.

Appeals

A customer can challenge the decisions we make if they disagree with them by going through our complaints process.

Annex A – Definition of the terms in used in our statement to customers

Behaviour whether intentional or not	Definition
Threatening	Intimidation or behaviour that causes the individual or group fear of harm of injury.
Bullying	Persistent actions, criticism or personal abuse in public or private which humiliate, intimidate, frighten or demean the individual or group or is trying to have that effect.
Discriminatory	Failure to afford equal respect to an individual or group on the basis of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, marriage or civil partnership, and pregnancy and maternity.
Abusive	Unwanted and offensive behaviour or language which affects the dignity of the individual or group it is aimed at.
Frequency	Extremely regular, persistent contact which interferes with our ability to complete tasks and participate in activities, particularly when an answer has been given or a timeframe for response made clear.
Repetition	Repeated troublesome behaviour relating to the same issue, possibly to different staff members, where we have already addressed the issue as far as we are able, have given a date by which we will do so or have exhausted the consequences listed.
Duration	Contact on the same issue, or variants of the same issue, over a prolonged period of time where the contact is unnecessarily complex and time consuming, draining resources. This could be with a number of different staff members or all to one person.