



# *Blue Gate Fields Junior School*

## **Behaviour for Learning Policy**

### **Policy details:**

**Date of policy:** July 2017  
**Last updated:** February 2022, February 2024  
**Date of next review:** February 2026

**Person (s) responsible for implementation and monitoring:**

**Sian Acreman (Head Teacher)**

**Signature (Chair of governors)**

**Signature (Head teacher)**

**Date:**

**VISION:**

Blue Gate Fields Junior School is a safe and stimulating environment where children encounter positive, challenging and creative learning experiences.

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

**STATEMENT OF AIMS:**

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children, have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development.

**AIMS OF BEHAVIOUR FOR LEARNING POLICY**

We aim to:

**HELP CHILDREN TO RESPECT ALL MEMBERS OF THE SCHOOL COMMUNITY AND THEIR ENVIRONMENT.**

1. Listen to each other and be sensitive to each other's needs. (Staff, parents, children and Governors)
2. Co-operate and learn to take turns.
3. Speak politely and calmly at all times.

4. Take care of our school by keeping it clean and tidy so that it is a welcoming place of which we can be proud.
5. Show respect for and value other children's property.
6. Take pride in and value their own and other's work.

#### **HELP CHILDREN TO BECOME INDEPENDENT AND ABLE TO TAKE RESPONSIBILIY.**

At Blue Gate Fields Junior School, we believe we should help children to become independent and be able to take on responsibilities so that they are increasingly able to take control of their learning. There are a range of ways in which we can do this:

1. Involve children in organisation of their work within the classroom.
2. Involve children in the planning and organisation of resources within the classroom.
3. Ensure that children have a clear understanding of routines and procedures.
4. Children are nominated to be peer mediators and representatives on school council.
5. Children take responsibility for managing equipment, their homework and their belongings.

#### **HELP CHILDREN TO DEVELOP SELF CONTROL AND UNDERSTAND THE CONSEQUENCES OF THEIR BEHAVIOUR.**

1. Move gently and quietly in the classroom and also in other parts of the school building.
2. Manage tempers and feelings of anger by talking to a friend or seeking the help of an adult.
3. Support children in the development of skills needed to deal with aggressors by being powerful without using violent or abusive retaliation – e.g. by teaching children to challenge 'aggressors' verbally (using conflict model to support children in identifying and resolving the situation independently), by using language such as 'don't do that, I don't like it' and likewise to develop a respect for that challenge from all children.
4. Children have the opportunity to reflect regularly on their collective behaviour, reviewing what has gone well and what can be improved.

## **STRATEGIES AND REWARDS TO ENCOURAGE GOOD BEHAVIOUR.**

### **Routines**

Routines are the way that both adults and children ensure that behaviour has a positive impact on learning. We have agreed guidelines that support routines in school. We follow these clear guidelines calmly, consistently in a caring and cheerful way. We use the guidelines for both positive and negative behaviour to guide our expectations and everyday practice. These routines include:

- Using the stop signal
- Magnet eyes/Eye contact
- Pens/pencils down to listen

### **Voice Levels**

Children and adults are reminded to use appropriate 'voice levels' in the appropriate situations and locations.

### **Using praise and positive language**

We will use explicit positive reinforcement to promote and encourage good behaviour. e.g. 'Thank you for walking sensibly around school'

### **Draw Attention to Achievements**

We will acknowledge children who are behaving well by drawing attention to their achievements. All children who are working well and behaving appropriately will be given plenty of praise and encouragement.

### **Display Work**

We will display children's work carefully in order to show that we value and appreciate their work.

### **Well Ordered Environment**

Classroom staff will show their respect for children by creating a calm, caring and well-ordered environment within the classroom.

### **Examples of unacceptable Behaviours**

#### **Violence**

Any sort of violence is unacceptable at school. Children will be taught that pushing, hitting, slapping, biting and kicking are wrong and likely to hurt someone.

#### **Abusive Language**

We recognise that name calling and the use of abusive language is just as hurtful to children as physical violence. Children will be taught that this is unacceptable behaviour.

## **Bullying**

Bullying can be both verbal and physical. It leaves the victim feeling frightened, threatened or upset. It is usually more than an isolated incident but an individual incident will also be taken seriously. Staff are aware that bullying can occur both in the classroom and the playground and will look for indications of bullying such as behavioural changes or unwillingness to go out into the playground. If staff notice incidents of bullying they will first comfort the victim and then refer the aggressor to a senior staff member.

The school has a zero tolerance approach to bullying. Victims will be sensitively supported whilst perpetrators will be dealt with in line with school policy. Parents will be notified and incident forms will be completed and returned to the Local Authority.

## **STRATEGIES AND SANCTIONS TO DEAL WITH UNACCEPTABLE BEHAVIOUR.**

### **Calming Down**

When dealing with a child who has been using unacceptable behaviour we recognise the need for that child to calm down and be removed from the situation. This may be achieved by asking the child to sit on his/her own or the teacher may send the child to another class. Children should not be left outside of the classroom on their own.

### **Listening**

We will aim to be good listeners, recognising that children may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves. It must be recognised that listening effectively can only occur at certain times e.g. a child who has been disruptive in the classroom might have to wait until playtime or lunchtime before he/she was given the opportunity to discuss his/her problems with an adult.

### **Sanctions**

It is a fact that children learn through making mistakes. At Blue Gate Fields Junior School, we believe that by challenging negative behaviour we are offering children the choice to learn from their mistakes and take positive steps to address their learning in a more positive fashion.

Behaviour guidelines, which have been developed by the School Council, are displayed in all classes.

A red and yellow card system is used to alert staff to behaviour that may need support from additional adults. A yellow card sent is for assistance to come quickly; a red card asks for immediate support. All staff members carry cards; they are also kept in teaching rooms.

## **Informing Parents**

Behaviour concerns will be discussed with parents if it is thought that the parent will be able to offer positive support to the child to help to improve behaviour.

More serious behaviour issues will be communicated to the parent or carer.

## **Physical Intervention**

The health and safety of staff and pupils is paramount at Blue Gate Fields Junior School. All challenging behaviours can be a potential risk to staff and other pupils in the classroom or other environments and should therefore be regarded seriously. A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at Blue Gate Fields Junior must be through the agreed holds and ensure that the pupil is safe and the adult member is calm.

Unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan. Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum.

All physical interventions should be recorded, by the staff member involved, and communicated to the Head Teacher or Deputy Headteacher if they are not already aware.

Physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others.

## **Personal social and health education**

We recognise that it is very important to teach children how to work together and form sound personal relationships with their peers, teachers and other adults in the school.

Class teachers will spend some time every day, talking to children about their behaviour. Teachers will encourage children to discuss their feelings and attempt to solve their own problems. Some activities will focus on co-operation and aim to teach children to share and collaborate. Teachers will focus on the subject of bullying and name calling through class discussion, drama, games, and stories.

## **Exceptional Behaviour Needs**

Children with exceptional behavioural needs (these maybe due to a specific special educational need or a change in circumstance) may require the support and guidance from the SENCo, SLT or external professionals. Strategies may include removal from the school's usual behaviour system and the implementation of a programme devised for the child. Reviews of the programmes will take place during Pupil Progress Meetings, annual reviews and other meetings

as appropriate. It is important that other children understand that individuals may need additional strategies and support, including removal from the usual behaviour system where appropriate.

### **Local Authority Incident Sheets**

All serious unacceptable behaviour including racist, sexist, religious and homophobic incidents are recorded on incident sheets. They are completed by the member of staff who dealt with the incident and then investigated by a senior member of staff who decides on the next action. If required a copy is sent to the Local Authority.

### **Parental involvement**

We feel that it is very important to work closely with parents. Parents are invited into school to special assemblies, parent workshops, concerts and other special occasions to share their children's achievements.

Sometimes staff or parents may need to meet, and we urge parents and staff to contact each other if there are any concerns. The best time for staff and parents to meet is at the end of the school day, however, it may be necessary to make an appointment as staff sometimes have to attend meetings. Parents and staff are encouraged to communicate in person.

We recognise that we need to be consistent with children. Children need to know that we are being 'fair'. However, it is also important to recognise that there could be extenuating circumstances that affect a child's behaviour e.g. death in the family, separation of parents, a child witnessing an act of violence, a child subject to some form of abuse. Parents/carers are urged to inform the Head Teacher if they know of anything which may be having a detrimental effect on a child's behaviour. This information will be treated as private and confidential.

If a child's behaviour is not modified and continues to be unacceptable the ultimate sanction will be to exclude them from school.

## **COMMUNICATION BETWEEN HOME AND SCHOOL.**

### **Informal Communication**

The first method of communication between home and school should always be informal. The parent or teacher may request a meeting. If a child has been involved in repeated unacceptable behaviour a further meeting will be called.

### **Daily Report**

The following method of monitoring behaviour will only be used as a last resort and when all other methods have been tried.

Parents will be asked to attend a meeting with the Head Teacher. The child will also need to be involved. One member of staff will be the child's 'Key Worker'. The child will be given a 'Daily Behaviour Sheet' which will be filled in by staff who come into contact with the child. 'The Key

Worker' will monitor the child's behaviour. Parents of children who are on a daily report will need to come to school on a regular basis (possibly once a week) to discuss the child's behaviour with the 'Key Worker' co-operation between home and school is seen as vital at this point.

### **LUNCH TIME SUPERVISION.**

The school meals supervisors are responsible for the children during the lunch break. The Headteacher or Deputy Headteacher are also on duty. The same code of conduct applies during the lunch break as at any other time. Children are expected to show respect to the midday supervisors and to obey the rules. The Headteacher or Deputy Head deal with any problems that occur at lunch time.

### **CHILDREN WITH EXTREMELY CHALLENGING BEHAVIOUR**

Where an individual child's behaviour is clearly outside of the scope of the behaviour policy due to potential SEMH, (Social, emotional, mental health difficulties) their behaviour might need additional support i.e. an individual behaviour chart or reward system. In this instance an immediate assessment of needs will be done and relevant agencies will be involved. This may include

- Child and Adult Mental Health Services (CAMHS)
- Cherry Trees behaviour support
- Support for Learning services (SLS)

As assessments are completed, plans for the child will be modified in the light of advice and feedback. It is essential in these situations that parents/carers are fully involved in the process and that their needs and input is a clear focus in any plan for the child.

### **EXCLUSIONS**

#### **Fixed Term Exclusion**

In extreme circumstances a decision may be made to exclude a child from school. A fixed term exclusion will be for no more than five days. The Headteacher would inform the parents of the exclusion and their right to make representations to the Governing Body and the LA.

Parents of an excluded child will be asked to attend a meeting before the child returns to school. All parties will need to agree on a plan of action which will help the child to deal with his/ her behavioural difficulties. The plan of action will be recorded and a date will be set for a review meeting. Other professionals will be invited to the meeting if appropriate. (Social Worker, Educational Psychologist.)



### **Permanent Exclusions**

The Headteacher can exclude a child from school permanently if in her judgement the pupil's return to school would seriously prejudice the education of the other pupils or would place the safety of the pupil's and/or staff at risk.

As in the case of a fixed term exclusion the parents will be informed in writing and advised of their right to make representations to the Governing Body and the LA.

A meeting will be held to discuss the exclusion. The Headteacher will write a report which clearly states the reason for the exclusion and the events which led up to the exclusion. The following people will attend the meeting; the Headteacher, the child's parents, an officer representative of the LA and three governors. The governors will have been identified as governors who are prepared to be on an Exclusion Panel. The child is also invited although this is not usually appropriate at Primary School level.

The Head Teacher's report is sent to all members of the panel as well as to the parents and LA. The meeting is formal in nature and minutes will be taken of the decision reached and the reason for the decision. If the governors and the LA agree to the exclusion the parents have the right to appeal. The parents have fourteen days in which to lodge an appeal with the Borough Secretary and Solicitor. The appeal is heard by an independent panel and their decision is binding.

## **GUIDELINES FOR STAFF.**

### **Stage 1**

Attempt to modify behaviour by using the strategies listed. Be positive.

Colleagues support each other.

Try to communicate with the parents on an informal basis.

Have informal chat with the parents.

Discuss the matter with the Year Group Leader

If behaviour does not improve go to stage 2.

### **STAGE 2**

Discuss child with Year Group Leader. The Year Group Leader to inform the SLT.

Plan appropriate actions with SLT.

## **GUIDELINES FOR PARENTS**

Explain to children that most of our rules are made in order to support their learning, protect them and make school a safe and happy environment. e.g. children who run in school particularly up and downstairs are likely to hurt themselves or someone else.

- Use praise and positive language when speaking to your child.
- Check that your child does not have sweets or money in his/ her pockets.
- Tell a member of staff if your child is experiencing any problems at school.
- Never take matters into your own hands. If you feel that something serious has happened in school, please ask to speak to the Headteacher or Deputy Head.
- Attend all meetings and keep all appointments which are made for you to discuss your child.