



Behaviour for Learning Policy



**This policy was updated September 2019
To be reviewed September 2020**

Concord Junior School

Behaviour for Learning Policy

Concord Junior School aims to create a welcoming, caring environment where relationships, based on respect, help to develop positive self-esteem in each child. The children, staff and directors are committed to maintaining high expectations of outstanding behaviour as an essential contribution to the educational experience of the children and to their happiness and wellbeing while in school. We have introduced this policy to help children manage their own behaviour in order to promote learning.

Our vision is '**To be the best we can be**'.

CORE VALUES

- Ambition
- Integrity
- Confidence
- Creativity
- Respect
- Care

PRINCIPLES, RIGHTS AND RESPONSIBILITIES

- We believe that it is the **right** of all pupils and staff to work in an environment which is conducive to learning.
- We believe that all pupils and staff have the **right** to feel safe in school.
- We believe that outstanding behaviour needs to be taught.
- We recognise that it is our duty to promote outstanding behaviour.
- The emphasis of our behaviour policy is on the positive and consistent reward of acceptable behaviour.
- We believe that rewards and sanctions should be age appropriate, with consideration given to additional needs.
- For their rights to be maintained, we believe that children have to take **responsibility** for following rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions
- We believe that stimulating learning opportunities planned with pupils' interests, aptitudes, learning styles and abilities in mind will reduce poor behaviour
- We believe that the focus should be on the behaviour of a pupil; blame the action, not the child.
- We believe that a successful positive behaviour system involves all members of staff and parents working together to support the children. Each individual member of staff has a **responsibility** to manage the behaviour within their class/group. A member of the Senior Leadership Team should only be called if a child demonstrates a health and safety risk or is a child with identified behaviour needs.

AIMS

- To provide a safe, stable and secure learning environment.
- To create a positive school ethos where children's strengths, achievements and positive behaviours are continually acknowledged and reinforced by praise.
- To create an effective, positive and structured rewards system.
- To promote behaviour that is conducive to learning.
- To encourage pupils to take an active responsibility in developing themselves as independent learners.
- To have high expectations of pupils, teachers and the wider school community to ensure that the school both contributes to and enhances the community in which it exists.
- To ensure there are clearly defined standards of behaviour for both class and social time, which are understood by all and consistently applied throughout the school.
- To provide effective structures to respond to disciplinary incidents which are firm, fair, clear and consistent.
- To instill in pupils the importance of respect.

We want a school:

- Which is calm, quiet and orderly.
- Where everyone is treated equally and everyone feels valued.
- Where children and adults have respect for each other's feelings, rights and backgrounds.
- Where everyone looks after school property and each other.
- Where children have a positive enthusiasm for school life and take responsibility for their own learning.
- Where teaching and learning take place without disruption.
- Where children self-regulate and manage their own behaviours appropriately, ensuring they are ready for the next stage of their education and life in modern Britain.

Rewards

We want to develop a love for learning and therefore praise and rewards are issued to children who follow the rules and have appropriate behaviour for learning.

Rewards include:

- ✓ Praise for doing 'the right thing'
- ✓ Positive comments to parents
- ✓ Sharing work with other members of staff or in assemblies
- ✓ Class DoJo points and rewards – Dojo Dollars Prizes (see Appendix 3)
- ✓ School Core Values rewards
- ✓ 5 Star Learner – Golden Time
- ✓ Individual sticker / tick charts – for targeted children e.g. those with specific learning needs
- ✓ Student of the Week – nominated by the staff and rewarded in assembly with a certificate.
- ✓ Attendance Certificates – class and individual certificates.

Specific Behaviour Systems

Celebrating and rewarding the positive behaviour of our pupils is important to us:

- We believe we can make a real impact on a child's self-esteem, confidence and learning by overtly and consistently praising their achievements and behaviours.
- We believe that a system which rewards children for positive behaviour must also have consequences for unacceptable behaviour.
- We believe that children have to take on the responsibility of following the rules and if children break the rules they must understand that they have chosen to do this and that their actions have consequences.

Class DoJo

Class DoJo is a whole school approach to monitoring behaviour in classrooms. It captures and generates data on behaviour that can be shared with parents.

Each student is assigned an avatar to represent them. Throughout the school day, students will receive DoJo points for demonstrating positive behaviours. **At point intervals of 25, 50, 75 and 100 DoJo points, children will be rewarded with prizes.** Points will be reset at the end of each half term, allowing students to earn as many positive points as possible.

Parents are invited to log in to Class DoJo in order to access a report outlining exactly why their child is receiving positive points. These reports can be viewed on a daily, weekly or monthly basis.

Students are also given a DoJo login that allows them to access their avatar and view their behaviour reports.

School Core Values / Golden Rules

We recognise that every child has different talents and abilities, however there are some expectations that we have for all of our pupils - our School Core Values (Ambition, Integrity, Confidence, Creativity, Respect, and Care). Pupils are rewarded for demonstrating and upholding these values both in class, during social time and in the wider community. Furthermore, to ensure all children are aware of the expectations, we have developed Golden Rules (see appendix 2) which we use alongside our school values.

Five Star Learners and Golden Time

The 5 Star Learners strategy is a whole school approach which makes explicit the links between our school core values and pupils' behaviour at social time, in the classroom and their attitudes to learning. The strategy is designed to do a range of things:

- To remind pupils of the behaviours that lead to success
- To regularly reward and celebrate pupils who score highly
- To give students regular feedback against the 5 Star Learner criteria
- To keep parents/carers informed of their child's achievements
- To encourage every pupil to become 5 Star in every aspect of their school life
- To quickly identify the small number of students who score poorly and begin to put in place plans for improvement

The 5 Star Learner scale and expectations are displayed in every classroom (Appendix I). Every class teacher will measure children on a scale of 1-5 daily: social time behavior; classroom behavior and attitudes towards learning. Children can be moved both up and down the stars accordingly throughout the week. Children achieving a score of 4 will receive golden time each week.

Children who do not meet the high expectations of behaviour will go to reflection time with a senior member of staff during golden time.

Each term the School Council meet to review the activities on offer and see if any changes are needed.

Red Cards

Red cards are given to pupils whose **specific** behaviours have been deemed to be inappropriate.

Parents and Carers may be asked to deliver and collect their child from the office should concerns about their child's behaviour to and from school be reported to the school and found to be substantiated.

Process of Reflection Room Duty

The member of staff on duty will discuss with the child why they have been given a red card, support the child to reflect on their unacceptable behaviours and the behaviours we expect in school. A decision is then made by the member of staff (with the child) of the relevant sanction.

Incidents are monitored by the Senior Leadership Team. Parents will be informed of these incidents where appropriate, either by a phone call, letter home or meeting with their child's teacher and member of the Senior Leadership Team.

Support at Playtimes

In addition to the normal playtime supervision, children who may experience particular difficulties at break and lunchtimes will be offered extra support by a member of staff, to encourage positive play and help deal with any problems.

Persistent inappropriate behaviour

Children who repeatedly show unacceptable behaviours will be asked to attend a meeting in order to set targets for them to work towards. The meeting will include the pupil, the parents/ carers, the class teacher and a member of the Senior Leadership Team.

Following the meeting, the class teacher and SENCO will meet with the child to create individualised behaviour strategies to support them. All members of staff dealing with the child are made aware of these strategies.

Severe behaviour will result in more serious consequences. This could include being taken off the playground for a substantial period of time, being sent home at lunchtime or an internal exclusion.

Parents will be informed immediately if a child exhibits extreme severe behaviour and a meeting will be set up between the parent/carer, the pupil, the class teacher and/or a member of the Senior Leadership Team.

Sexualised Behaviours

Any incidents of sexualised behaviour should immediately be reported to the Safeguarding Team (DSL / DSD), who will then follow the agreed procedures for recording and reporting such incidents.

Positive Handling

In some instances, e.g. where children are a danger to others, themselves or are at risk of causing damage to school property, staff may physically intervene in order to manage the situation. Key staff are trained in Team Teach (a positive behaviour management system) which incorporates positive handling techniques. Staff will only use physical intervention as a last resort, if other strategies to de-escalate the situation have failed.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003).

Only SLT have the power to exclude a child from school. The Headteacher, Principal of School and Assistant Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year – two of the three must agree to any exclusion so that it is given due consideration. In extreme and exceptional circumstances, the school may exclude a child permanently. It is also possible for the principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the school excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the school makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Board of Directors. The school informs the parents or carers how to make any such appeal. The school informs the LA and the Board of Directors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Very serious incidents, such as the following, are likely to result in a fixed term exclusion:

- violence towards adults and other pupils
- direct swearing at a member of staff
- persistent defiance
- persistent disruption
- bullying of any kind including via social media. (See Anti-Bullying Policy)
- behaviour threatening the health and safety of others
- damage to property
- involvement in a serious fight
- continuing to fight when an adult has intervened and given instructions to stop.

Strategies to manage this policy successfully

The behaviour structure has been implemented to positively encourage all children to make the right choices in relation to their behaviour. We want to encourage a love for school and learning. Praise should be given frequently and instantly, explaining why they are being praised.

- ALL staff must use the policy at all times.
- As staff move around school, praise children for following the expected learning behaviours.
- Staff to actively use the key vocabulary linked to our School Core Values in all areas of the school (classrooms, playgrounds, dining room, assemblies etc).
- Staff should only use the agreed sanctions.
- The rules, rewards and consequences apply to ALL children.
- We need to create a climate where children are motivated to behave positively.
- All staff need to be good role models to demonstrate how to be respectful and polite through our own actions.
- Always tell the child that it is their behaviour that is unacceptable not themselves.
- Always tell the child what behaviour is not acceptable and explain why you have given a consequence and state the consequence.
- **BE CONSISTENT** (Inconsistency of behaviour management strategies and structures can exacerbate matters for all pupils and staff.)

Monitoring and Evaluation

A copy of this policy is available to parents on request.

The effectiveness of this policy is monitored by the Board of Directors and the Senior Leadership Team. Statistics relating to the number of exclusions, bullying, racism and SIMS entries provide data which is monitored half termly. Individual profiles on behaviour can be drawn up from the data and used to report on a variety of groups in school i.e. Looked After Children, Children with SEN, Vulnerable pupils etc.

The SLT reports to the Board of Directors termly.

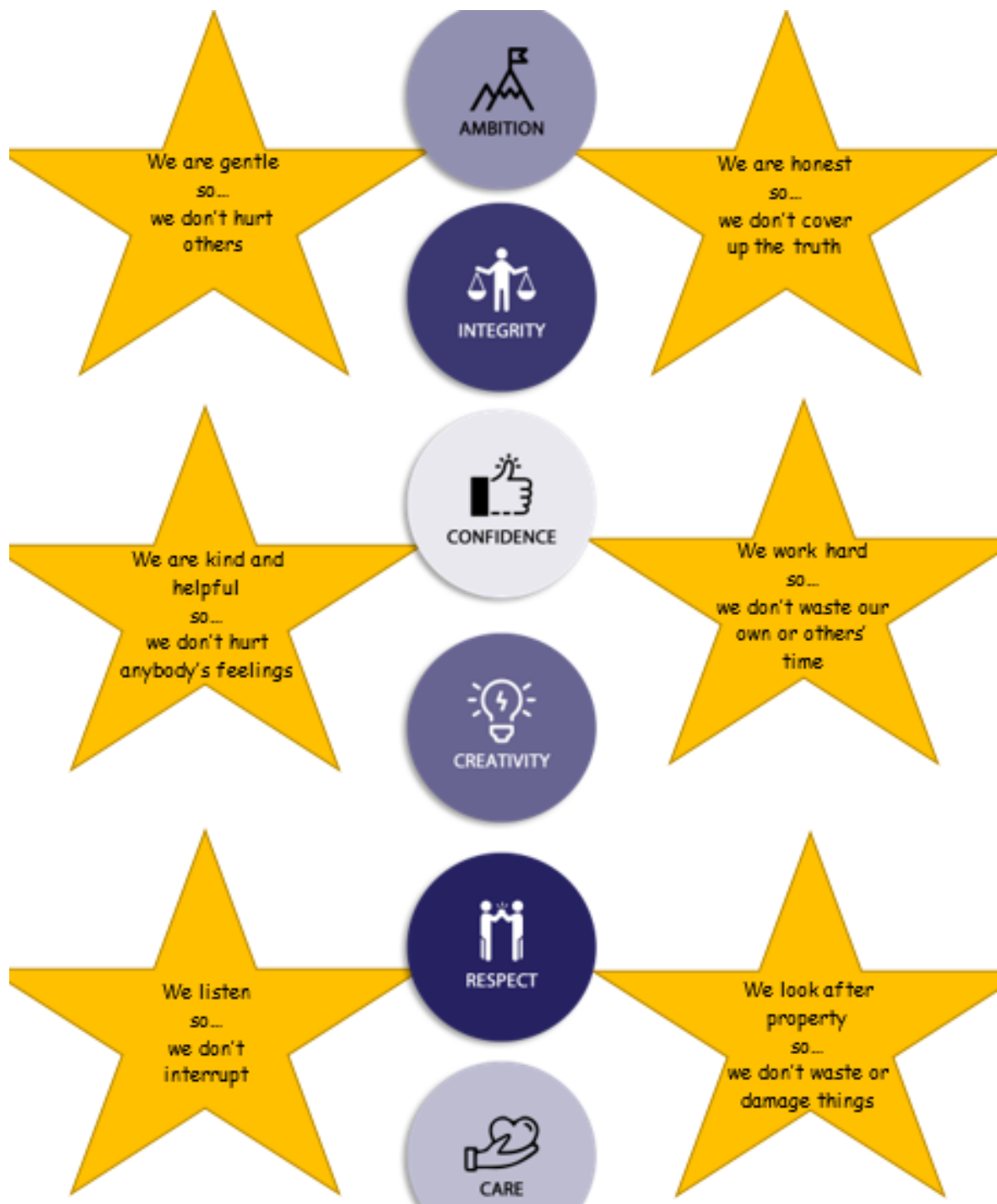
5* Learners

Are you ...?

- **Ambitious**, motivated and enthusiastic about learning?
Do you present your work to the best standard you can?
- **Respectful** towards others, their learning and the environment?
- **Caring**, kind and helpful?
- Showing **integrity** by following the school rules?
- **Confident** to take risks, have a go and persevere with your learning?
- **Creative** and independent in all activities?

Points	Type of Learner	Description	What does it feel like?
5	An active learner	Meets all expectations all of the time	I'm doing great. I make good progress.
4	A willing learner	Meets all of the expectations most of the time	I'm doing ok.
3	A compliant learner	Occasionally needs reminding about some expectations	I'm starting to have some problems
2	A reluctant learner	Often needs reminding about expectations	I'm starting to lose it.
1	A negative learner	Frequently needs reminding about expectations and can occasionally disrupts the learning of others	I get cross. I ignore instructions. I'm not handling things well
0	A disruptive learner	Frequently disrupts the learning of others	I lose my control.

Appendix 2





Dojo Dollars Price List



Item	Price \$\$\$
Individual stationery	\$20
Stickers	\$20
Bouncy ball	\$20
Early lunch pass	\$30
Pencil case	\$40
Key ring	\$40
Lollipop	\$20
Ice Lolly in class	\$50
Glitter Gel pens	\$80
Note pad	\$85
Skipping rope	\$75
Mini Football	\$80