

## Behaviour for Learning Policy ( reviewed November 2016)

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### Policy Statement

We aim to create calm, caring environment where children can **learn** effectively. All children are encouraged to behave well by praise and example. Expectations are high and our behaviour for learning policy is clear and simple and applied consistently throughout the Academy. The policy is based on rights - the right to teach and learn, the right to be respected and the right to be safe.

### Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the Academy, where effective learning can take place.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and to make appropriate behaviour choices.
- To have a consistent approach in promoting positive behaviour throughout the Academy, with shared responsibility and communication with all.

At St Clements, responsibility for promoting positive behaviour is shared by all. We realise that instilling positive behaviour for learning is reliant upon clear lines of communication and responsibility between all members of the Academy community including all staff, pupils, parents and governors. The relationship between staff members and pupils plays a critical role in the development and maintenance of positive behaviour. Staff/pupil relationships should be based on respect and unconditional positive regard with **all** staff taking the lead in this.

### Positive Behaviour for Learning within our Academy

**Staff responsibilities are:**

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum



- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim
- To recognise that each is an individual with their own individual needs
- To offer a framework for social education, promoting good manners and appropriate behaviour in the community
- To take a shared responsibility for all children within the Academy.
- 5 to 1 ready to listen - When a class teacher or other adult wants to gain the classes' attention (ready and listening) they should raise their arm in the air and count slowly backwards from 5 to 1.

#### **Children's responsibilities are:**

- To learn to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of the Academy staff
- To take care of property and the environment in and out of Academy
- To co-operate with other children and adults
- To take a pride in themselves, their class and their Academy
- To move around Academy and work in a quiet, orderly manner
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

#### **The Parent's responsibilities are:**

- To make children aware of appropriate behaviour in all situations, e.g. good manners, pride in their work and politeness
- To encourage independence and self-discipline
- To show an interest in all that their child does in Academy
- To foster good relationships with the Academy
- To support the Academy in the implementation of this policy
- To be aware of the Academy rules and expectations.

#### **The Governors' responsibilities are:**

- Governors can make a positive contribution to the development and monitoring of Academy policy.
- Parent Governors in particular have an important role in clarifying the Academy's policy position and in providing a channel of communication for the parents. (Please contact the Academy office for detail of the named Governor for behaviour.)

### **Whole Academy Behaviour Management Strategies and Systems**

#### **Rewards**

##### **The Zone Board**

Each class has a positive behaviour rocket zone board consisting of 7 zones.  
All pupils will start **each day** on the green zone.

#### **These are our expectations for all pupils at all times within the 'Green Zone';**

- Be positive, kind and help others



- Be polite
- Listen and do as you are asked straight away
- Be in the right place at the right time
- Work or play sensibly
- Show respect for all

If a pupil exhibits very good behaviour / learning then they will move up the zone board onto the bronze, then the 'Silver Zone' and will be awarded a silver raffle ticket if they are in this zone at the end of the day.

If this behaviour / learning become exceptional the pupil can be moved up into the 'Gold Zone' where they will receive a gold raffle ticket if they are still there at the end of the day. If chn continue to demonstrate excellent behaviour, they can 'planet hop' you can put them on any of the 6 planets within the behaviour zone, for showing a particular attribute.

The planets are-

Planet Kindness,  
Planet Respectfulness ( both of people and things),  
Planet Absorption,  
Planet Independence  
Planet Collaboration  
Planet Perseverance

Children receive a house point each time they 'planet hop'. They can move between the planets and get a house point for each planet they reach.

All children and staff are in houses based on Harry Potter – Hufflepuff, Gryffendor, Slytherin and Ravenclaw .

Monitors will come to class on a Friday afternoon to collect house points and will record who has achieved the most points each week. One person in Ks1 and Ks2 with the most house points in a week will receive an award in assembly and they will keep the star trooper trophy on their desk for that week, until they hand it over to the next week's winner.

Each term the House cup is awarded to the House with the most house points.

Classes can be awarded class points for things such as excellent behaviour in assembly, on a trip or when their teacher is away from school and a cover teacher is in school. Then a class reaches 25 points they agree a reward together with their teacher.

### Lunch Time

Lunchtime supervisors/kitchen staff may award a class point for outstanding behaviour in the dinner hall or playground.

### Assemblies

Achievements will be celebrated during regular assemblies and class points given. Monday is the day for our main award assembly.

### Star Pupils

Teachers choose two pupils each week who have displayed excellent learning behaviours and attitude and these pupils receive a certificate. Two chn who have gold or silver tickets in the boxes are selected at random to choose a prize .



## **Sanctions**

### **What we do if your child misbehaves**

- We remind them how we want them to behave
- Where necessary we discuss incidents with the children involved
- Where possible we encourage children to resolve disagreements themselves and to take responsibility for their actions, to try to make amends for any harm they have caused.

### **Sanctions for repeated misbehaviour during lessons**

When pupils make poor choices or they display behaviour that is below our expectations, the following will apply. Using the zone board- chn may be moved down the zones if they are demonstrating inappropriate learning behaviours. If they move to yellow zone(check your engines) this a warning zone that gives chn time to think about their behaviour and choices. If they make better choices they move back up to green as quickly as possible. If they continue to make poor choices regarding behaviour, they move to amber zone ( contact ground control) the teacher will give a simple sanction such as 5 mins missed play, time out period (in own classroom), or another simple sanction to take place outside learning time. During this 'time out' chn will complete a reflection form thinking about how they could do things differently next time. These form should be kept as a record of how many times a child is in amber zone.

Once the child has received their sanction they should be returned to green zone to start fresh. If a child continues to make poor choices whilst in the amber zone, they move down to red (Houston, we have a problem) this will mean contact with Parent/ Head Teacher/Deputy/Assistant depending on situation.

In certain circumstances a single serious act of misbehaviour may warrant one of the sanctions being employed immediately.

Please remember, if you are keeping a child in, you should supervise that child and not leave them with the Pastoral team. If you have concerns about a child's repeated inappropriate behaviour, you then refer them to the Pastoral team. Behaviour concerns are also noted on CPOMS so any patterns in behaviour can be spotted.

### **After School Clubs**

We pride ourselves on the wide range of free after school clubs provided for the children that are all designed to contribute to the children's physical social and health education. If a child persistently fails to respond to sanctions or is rude to adults working in school then they will not be allowed to attend after school clubs for a period of time – usually a couple of weeks up to the end of a half term or term. If this behaviour continues then they will not be allowed to take part at all. Parents will be informed of this decision and are expected to support it.

### **Severe Behaviour Incidents – Fixed Term / Permanent Exclusions**

This is a last resort after we have tried all avenues to improve a child's behaviour. The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole Academy community.

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.





Academies are under a duty to provide suitable full-time education for the excluded pupil from the sixth Academy day of any fixed period exclusion of more than five consecutive Academy days. Local authorities are under a duty to provide suitable full-time education from the sixth Academy day of a permanent exclusion.

In the event of any of the following, parents will be contacted immediately and requested to remove their child from the Academy premises:

- Actual physical violence towards any member of the Academy community.
- Verbal abuse towards any member of staff
- Deliberate damage to Academy or other people's property.
- Bullying

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary Academy.

In cases of bullying we will follow the procedures as laid down in Our Anti Bullying Policy.

The Academy will record racist behaviour and the LA will be informed as part of our Racial Equality Policy

#### **Responsibility for Dealing with Pupil Behaviour**

- During lesson time the class teacher is responsible for pupils' behaviour.
- There is corporate responsibility for corridors, assemblies etc.
- At break times the staff on duty are responsible for the children in their care.
- At lunchtimes, supervisors are responsible for the overall care of the children. Issues are to be resolved by lunchtime staff on duty in order to ensure playground behaviour does not impact on teaching and learning.
- Children should not be sent to the SLT or anyone else unless an incident is serious.

#### **Monitor and Review of Behaviour for Learning Policy**

The policy will be regularly monitored and reviewed as part of the ongoing audit of practice and development within the Academy.

Date 17 / 11 / 16

Signed 

**ST. CLEMENT'S**  
**C.O.F.E. ACADEMY**