

## **Positive Behaviour for Learning Policy**

### **Reviewed March16**

*This policy is reviewed annually by the School Improvement Committee and is published to parents via the website. All teachers and support staff are made aware of the policy at least annually. Staff are expected to adhere to the related practices and procedures in relation to maintaining positive behaviours for learning and in the use of physical interventions as a last resort. Teachers and support staff are asked to sign to show that they have read the policy.*

*Behaviour and discipline in schools DfE 2012*

*As per the above guidance the Headteacher publishes our Positive Behaviour for Learning Policy annually. This is in writing via the website for parents and via the Teachers' and support staff handbook for school teachers and support staff.*

*Abel Smith's procedures for dealing with complaints regarding 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 and Safeguarding, Anti-Bullying, Inclusion, Physical Restraint, SEND, e-Safety*

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**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 both pupils, teachers and support teachers and support staff have the right to work in an environment which is safe, friendly, peaceful and fair. 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.

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

- Promote equality and equal access to educational opportunity within the school community;
- Maintain a calm and ordered learning environment;
- Teach children that they have ultimate responsibility for their behaviour through the choices they make;
- Encourage consideration for others by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- Promote an environment where the teachers and support staff support children to manage their behaviour;
- 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;
- Sustain the children's pride in their school and their learning;
- 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 two 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 that are consistently applied. When a child's behaviour does not meet expectations these expectations, 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 immediately address this behaviour with the child and when necessary, work in partnership with their parents to resolve the disruptive behaviour swiftly.

## **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 PSHE (Personal, Social, Health and Emotional, including citizenship) curriculum and SEAL (Social, Emotional Aspects of Learning) scheme of work 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.

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## Our rules 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 are safe at school.
- We are responsible and respectful of others.
- We try our best at learning and never give up.
- We say kind things to one another.
- We look smart in our school uniform.
- We are proud to go to Abel Smith School.

In lessons and around school, our teachers, support 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 learning and expressing 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 being supportive of others. Making every learning minute count by proactively settling tasks promptly and sustaining concentration until the task is completed. Showing an academic discipline to work independently to solve problems when the learning is 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 thinking to avoid a fixed mind-set. Being open to suggestions made by others and prepared to see failure as a learning opportunity.

In the autumn term, as part of the PSHE curriculum (SEAL topic 'New Beginnings'), each class creates and signs a class charter, which states they understand the school rules for good behaviours for learning. In this way, the school rules are personalised for each class, making them accessible to all. The children work collaboratively to explore what each rule means to them and write, photograph or draw examples of people doing these things. The school rules are displayed in all the classrooms and in communal areas (including playground). Each class charter is displayed in a prominent place their classroom.

## How good behaviours for learning are established at Abel Smith School

**In the home** - strong links are formed with parents in the early years to foster positive relationships. A common understanding of good behaviours for learning is established with the child, class and parents. Home visits before starting school generate this positive relationship. The Early Years Foundation Stage curriculum focuses on personal, social, and emotional development and it forms a significant aspect of teaching and learning.

**Classroom Management** - teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to 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

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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 contribute significantly to 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 should never intentionally damage self-esteem and focus 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.

## **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. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the court will impose a parenting order, if the school or local authority applies for one.**

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 Behaviour for Learning Policy available on the school website. This includes a parent leaflet, which summarises our expectations and relevant rewards and sanctions. It also explains the system we implement should a child not conform willingly to the expectations of our school.
- An Anti-Bullying Policy with parent and child friendly leaflets available on the school website.
- A Home School Agreement included in every child's homework diary and signed by the parent, child and class teacher annually. (As per the DfE 2012 directive that states the standard of behaviour expected for all pupils must be included in the school's home-school agreement, which parents must sign following their child's admission to a school).

We share information about behaviour with parents through the following:

- Newsletters celebrating pupil's achievements
  - Postcards, which are sent 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 for children with specific need and this includes IEP, Behaviour Contract and CAF meetings where appropriate.
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## Appendix 1:

### Governing Body Statement of Behaviour Principles

April 2016

Section 88(2) of the Education and Inspectors Act 2006 (EIA), requires the governing body to make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils.

This is a statement of principles, not practice. Practical application of these principles is the responsibility of the headteacher.

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

The purpose of this statement is to give guidance to the headteacher 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, respect and tolerance for others. Behaviour for learning is vital for a child's success at school. We also acknowledge that parental support is key to success.

#### Principles:

- All children, teachers, support staff and visitors have the right to work and play in a place that is safe at all times
  - Abel Smith is an inclusive school. All members of the school community are equally valued
  - Everyone will respect the right of others to learn and not have that learning disrupted
  - 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 teachers and support staff
  - The behaviour policy for Abel Smith School covers school trips and activities which take place outside the school grounds, including pupils travelling to and from school whilst wearing school uniform. We expect our children, teachers and support 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 rewards fairly applied to encourage good behaviour in school
  - Sanctions for unacceptable or poor behaviour are known and understood by all teachers, support staff and pupils and are consistently applied. They are clearly described in the behaviour policy so that children, teachers, support staff and parents understand how and when sanctions are applied
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- The responsibilities of children, parents or carers and all school teachers and support 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 teachers and support staff will not be tolerated
  - School teachers and support 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 headteacher may inform the police, as appropriate, if there is evidence of a criminal act
  - The headteacher may inform the necessary authorities, as appropriate, if there is evidence of neglect or if she fears that abuse may take place
  - Governors expect the headteacher to follow Department of Education (DfE) guidance on the use of reasonable force, which is detailed in the behaviour policy
  - Governors expect the headteacher to seek advice from the appropriate authorities and follow DfE guidance when dealing with allegations against teachers and support staff. Teachers and support staff who are accused of misconduct will not automatically be suspended pending an investigation.
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## 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 co-operate and adhere to the school rules and class charter. To smile.
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 and secure environment.	To take time, avoid rushing (don't run inside the school building) and think before speaking or doing.
To feel confident to express opinions.	Speak without using a raised voice, politely and calmly 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.	Contribute to class discussions regarding school rules and the class charter. Follow the agreed rules.
To know the consequences of unacceptable Behaviour.	Work with the 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 maintain a professional manner that is polite and well-mannered at all times.
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 confident your opinions will be valued.	Share your opinions in the appropriate forum.
To be able to create time-out situations for children when they are behaving in a manner that is unsafe or disrupting teaching and learning.	To use time-out in a positive, constructive way to end the unsafe or disruptive behaviour. To follow up time-out with a conversation.
To be informed by parents of family situations that may affect behaviour and attitudes in school.	To inform parents of the problem and the School's action.
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 parent	The responsibilities of a parent
To have access to the Behaviour policy via the school's website and the following related policies; Home School Agreement via the homework diary, Anti-Bullying, Child Protection, Safeguarding and e-Safety policies via the website.	To seek clarification if information is unclear.
To be treated with respect and consideration.	To treat others with respect and consideration.
To be treated fairly and expect that there will be no cultural, sexual or physical discrimination.	To not discriminate. To inform the headteacher if you see others behaving in a discriminatory manner.
To expect the teachers and support staff to use consistent approaches to managing behaviour.	Through appropriate means (Parent Voice) be involved in the writing of the school's policy.
To receive and offer information about their child's education and behaviour.	Read the information and be proactive in supporting the school. To let the school know of concerns about behavioural issues as they arise.
To expect consistent approaches to codes of behaviour used by teachers and support staff throughout the school.	To be open and willing to listen. To develop with the class teacher workable solutions to problems.
To expect behavioural issues to be dealt with swiftly and according to the school's policy.	To trust the school. Allow the class teacher to use their expertise and experience to implement the appropriate strategies to manage behaviour. Under no circumstances take matters into their own hands.

## Appendix 3:

Behaviour at Abel Smith is broken down into stages. Appendix 4 explains the sanctions in more detail. A child friendly version of this chart is displayed in very classroom and is adapted for Early Years Foundation Stage.

EXPECTATIONS	REWARDS	SANCTIONS
<p><b>Demonstrates good learning behaviours</b></p> <ul style="list-style-type: none"> <li>• Excellent attendance (95%+)</li> <li>• Correct uniform</li> <li>• Listens attentively</li> <li>• Follows instructions promptly</li> <li>• Speaks politely</li> <li>• Collaborates with others</li> <li>• Is responsible</li> <li>• Enthuses about their learning</li> <li>• Perseveres and is resilient</li> <li>• Looks after property and is diligent</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Show and tell in class</li> <li>• Learning displayed</li> <li>• Special mention in assembly</li> <li>• Do Jo (Y1 – Y3 only)</li> <li>• Team Point (Y1 – Y6)</li> <li>• A postcard home sharing positive news</li> <li>• Item in the school newsletter</li> <li>• Extra sports and play time</li> </ul>	<p><b>CLOUD</b> Low level disruptive behaviour</p> <ul style="list-style-type: none"> <li>• <b>Time to talk</b></li> </ul> 
<p><b>Positively influencing others</b></p> <ul style="list-style-type: none"> <li>• Role model</li> </ul>	<ul style="list-style-type: none"> <li>• Extra responsibilities (prefect, librarian, ambassador)</li> <li>• Certificates</li> <li>• Head teacher's award</li> </ul>	<p><b>RAIN CLOUD</b> Pre-meditated disrespectful behaviour</p> <ul style="list-style-type: none"> <li>• <b>Time to think</b></li> </ul> 
<p><b>Exceptional</b></p> <ul style="list-style-type: none"> <li>• Peer mentor</li> <li>• Pupil buddy</li> <li>• Team leader</li> <li>• Ambassador</li> </ul>	<ul style="list-style-type: none"> <li>• Designated role or responsibility around school. Acknowledged with a badge of excellence.</li> </ul>	<p><b>STORM CLOUD</b> disruptive, unsafe behaviour that could result in harm.</p> <ul style="list-style-type: none"> <li>• <b>Time away</b></li> </ul> 
		<p><b>HURRACANE</b> Disruptive behaviour that has resulted in harm.</p> <ul style="list-style-type: none"> <li>• <b>Time to intervene</b></li> </ul> 

## Appendix 4: Graduated response to managing behaviour that affects learning.

### Areas of behaviour

- Language
- Physical
- Body language
- Resistance/ completion of work

PSHE programme supports our behaviour policy as a preventative and supportive measure. **In the case of an emergency every classroom and MSA has a red card that should be sent to the school office if immediate assistance is required.**

**Underpinning this graduated response is trust.** Positive relationships in school are built on trust. If low level disruptive behaviour is not addressed early it can escalate and create a breakdown in 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 become 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 is not helpful to their learning or unsafe. 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	Examples	Sanctions
<b>CLOUD</b>  Low level disruption that shows a lack of engagement in learning	<ul style="list-style-type: none"> <li>• Whispering</li> <li>• Not listening</li> <li>• No eye contact</li> <li>• Fiddling</li> <li>• Fidgeting</li> <li>• Swinging on a chair</li> <li>• Off task</li> </ul>	Verbal prompt
<b>CLOUD</b>  Generating noise or movement that distracts or disrupts learning	<ul style="list-style-type: none"> <li>• Talking</li> <li>• Shouting out</li> <li>• Ignoring</li> <li>• Physical contact with other pupils</li> <li>• Throwing small items</li> <li>• Tapping</li> <li>• Distracting others from task</li> </ul>	Verbal warning Missing playtime minutes
<p>If behaviours are persistent the child is removed from the situation to another place within the classroom.</p> <p>If behaviours are persistent the child is removed from the classroom to a safe place in the school to complete tasks with adult supervision. The matter will then be discussed with the class teacher during playtime.</p> <p><i>If a child refuses to have time out and engage with the teacher to resolve the matter then as long as they are not in danger or could cause harm to others they will be ignored until a suitable point when a</i></p>		

*conversation can be had or a senior member of staff can be called upon. This behaviour will be considered deliberate disobedience. The child will be supervised by an adult at all times.*

<p><b>RAIN CLOUD</b></p>  <p>Conscious, premeditated, disrespectful behaviour</p>	<ul style="list-style-type: none"> <li>• Answering back</li> <li>• Resistance to participation</li> <li>• Arguing with peers</li> <li>• Uncooperative</li> <li>• Aggressive gestures</li> <li>• Deliberate lies</li> <li>• Racist or sexist language</li> <li>• Hurtful behaviour (inc. retaliation, fighting, teasing)</li> <li>• Stealing</li> <li>• Swearing/derogatory language</li> </ul>	<p>Behaviour will be logged Parents informed</p> <p>Letter of apology from the child Sanctions could include: Missing privilege e.g. playtime, representing the school.</p>
<p><b>STORM CLOUD</b></p>  <p>Deliberate disobedience and lack of cooperation</p>	<ul style="list-style-type: none"> <li>• Pulling faces</li> <li>• Mimicking adult</li> <li>• Threatening gestures</li> <li>• Refusal</li> <li>• Damages own work (ripping out/ scribbling out)</li> <li>• Emotional shutdown</li> <li>• Behaviour poses a threat to themselves or their safety</li> <li>• Persistent hurtful behaviour (refusal to change)</li> <li>• Truancy</li> </ul>	<p>Senior leadership involvement Meeting with parents to agree a programme of support to modify the behaviour Individual Behaviour Plan with specific targets (IEP format)</p> <p>Time out from the class</p>
<p><b>HURRAICINE</b></p> <p>Harmful behaviour</p> 	<ul style="list-style-type: none"> <li>• Verbally abusive</li> <li>• Saying unkind things via text, email, social media etc.</li> <li>• Invasion of personal space that makes another person feel unsafe</li> <li>• Assaulting other pupils (spitting, kicking, hitting, biting)</li> <li>• Threatening language</li> <li>• Aggressive behaviour</li> <li>• Throwing large items</li> <li>• Damaging property</li> <li>• Behaviour poses a threat to others or their safety</li> <li>• Bullying</li> <li>• Persistent refusal</li> </ul>	<p>Head teacher, governors and external bodies involved Family support (possible CAF)</p> <p>Temporary exclusion</p>
<p><b>HURRAICINE</b></p> <p>Persistent harmful behaviour</p>	<p>Behaviour that results in a breakdown of trust and the child is no longer safe</p>	<p>County involvement Permanent exclusion (See separate documentation)</p>