

STARBANK SCHOOL BEHAVIOUR FOR LEARNING POLICY

This policy should be read with the;
Anti-Bullying Policy
Safeguarding & Child Protection Policy
Equality Policy
E-Safety Policy

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At Starbank School, we aim to create a calm, caring, safe environment in which pupils can work towards achieving their full potential. Class teachers are responsible for the duty of care towards children. A high duty of care is ensured through the collaborative work of the Governing Body, Parents, Teachers, Teaching Assistants, Learning Mentors, Home Links, Office Staff, Lunchtime Supervisors, Cooks, Site Managers and anyone else working on site.

Aims

- To ensure that pupils' behaviour is managed appropriately so that optimum teaching and learning can take place.
- To support pupils by clarifying expectations and assisting them in developing appropriate skills such as independence, the ability to make choices, moral development and mediation.
- To support staff by ensuring a consistency of approach across the whole school, giving them the freedom to promote pupils' learning in a disciplined but supportive environment.
- To ensure a close liaison with parents about behavioural issues, liaising with appropriate agencies and maintaining good communication at all times.

Development to date

The school's behaviour policy has been in place for some years but has been subject to constant review. Year on year we have developed staff skills, improved the consistency of our approach and fostered among pupils positive attitudes to learning. This has been achieved by regular review of practice and the willingness of staff to make extra efforts to support pupils, link with parents and create positive classroom environments. However, we are not complacent. Some of our pupils present challenging behaviour. We know that there are external factors affecting our work; for example, community and home values which may not always match those of the school; poverty and low educational attainment of many parents; ethnic, religious and gender issues.

Principles in practice

- **We use positive approaches wherever possible.**
We listen to pupils' own views of a situation; outweigh negative responses with positive affirmations; develop behaviour management as part of curriculum time in PSHE.
- **We have high expectations for pupils' behaviour.**
Class codes are negotiated annually; assemblies pass on social and moral messages; lunchtime supervisors are involved with the class; the leadership group and leadership team have a high profile with pupils; links with parents are regular and meaningful; there are clear sanctions if pupils' behaviour is unacceptable.
- **We listen to pupils and parents.**
School investigative systems support pupils and parents when making complaints. The parent partnership worker is available to parents through most of the day. The school council, PSHE curriculum, peer mediation and mentoring all give pupils opportunities to express their opinions.
- **We aim to develop pupils' independence and responsibility for their own behaviour.**
For many pupils this is a long-term goal reinforced by school procedures and expectations. Pupils have class responsibilities throughout the school and take on whole school monitor roles. The School Council encourages pupils to be active in school decision-making.
- **We are committed to staff training.**
This includes support for members of staff in managing behaviour and strategies to support behaviour management for lunchtime supervisors and learning mentors. The behaviour of pupils – individually and collectively – is a regular feature of staff meetings at all levels.



- **We supervise pupils closely.**
The organisation of supervision includes support from the leadership group at key times and from support staff during breaktime. Mentors offer support and counselling to individuals and groups with common needs. Lunchtime and after-school activities are organised. The Leadership team has a high profile with parents and pupils at the beginning and end of the day.
- **We recognise the importance of good classroom organisation and management.**
Assisted by PSHE, we understand that good planning and organisation, motivational teaching, emotional literacy and a consistency of approach are pre-requisites for good behaviour management.
- **We promote good behaviour through the curriculum.**
Through assemblies, collective worship, PATHS, PSHE and more broadly through topics studied across the curriculum, we take a moral stance and actively promote good behaviour, respect for others and acceptance of the consequences of unsatisfactory behaviour. Each year we hold special focus weeks to raise the profile of potentially serious issues such as bullying or racism.
- **All employees are expected to display exemplary and professional behaviour.**
This means treating pupils with respect, whatever their behaviour, and dealing with them in a calm, rational and emotionally literate way. Staff who have children at the school are asked not to deal with any incidents involving their own child.
- **Our school-based systems support behaviour management.**
We record all incidents in year groups and across the school. Incidents are reviewed regularly by the leadership team and leadership group. Members of the leadership team support each year group. Staff have various responsibilities for communication with parents.

Behaviour management in each phase

1. Foundation stage

Behaviour is managed directly by staff in the department, who establish clear routines each September and get to know pupils well. Parents are closely involved as their children learn to settle into school and this enables staff to make informed judgements about pupils' behaviour. Emphasis is placed on pupils developing their personal, social and emotional skills and displaying appropriate behaviour within a secure environment. As part of the Foundation Stage curriculum, the school delivers the PATHS programme. PATHS aim is to promote social and emotional learning through teaching children 5 key skills; **self-awareness, self-management, social awareness, relationship skills and responsible decision making**. These skills offer children effective strategies in how to talk about their feelings and apply self-control, significantly improving their coping skills and classroom behaviour. Occasionally the leadership group is involved in some aspect of behaviour management, especially if a pupil is finding it difficult to handle his/her own behaviour, within the classroom, at playtime and lunchtime.

2. Key Stage 1

Strategies are implemented which raise the profile of certain school rules, working towards an understanding of right and wrong. As part of the KS1 curriculum, the school delivers the PATHS programme. We recognise that there may be conceptual or developmental reasons why some pupils understand rules and others need reinforcement. The boundary between play and work is sometimes misunderstood and this can lead to consequences in the playground, where play can become play fighting. We aim for motivating activities, a firm but caring approach and a secure environment.

3. Key Stage 2

We have higher expectations of pupils' maturity and moral understanding. There are tighter guidelines for work and play. Pupils have a better understanding of the school rules and why we have them. They are regularly reminded in the classroom and playground of the importance of good behaviour and this is reinforced during assembly. Our positive approaches continue but pupils know that there will always be consequences for inappropriate behaviour and their parents will be involved in any serious breach of school rules.

4. Key Stage 3

See KS3 Behaviour for Learning Policy

SENDCo/Inclusion Leader involvement

If there are concerns about special educational needs, the SENCO/Inclusion leader is involved and a decision is made about whether to involve outside agencies.

Evidence of strategies used to extend and develop positive behaviour is recorded as part of the referral. If concerns are high level the year group leaders involve the SENCO/Inclusion leader and a decision is made about the next steps for the pupil.

All staff can request advice and support regarding behaviour strategies from the SENCO/Inclusion leader.

Behaviour management in the playground

Over the years we have worked hard to provide a more positive playground environment including the employment of sports coaches and learning mentors. Our development of different areas and use of equipment is an on-going feature of the school development plan. We encourage positive play and intervene if we see anything potentially dangerous or aggressive.

Monitoring and evaluation

1. All staff monitor pupils' behaviour and record/report it appropriately. At times pupils may be put onto a behaviour chart as a means of monitoring their behaviour.
2. Leadership team members monitor year group incidents which are logged through eportal. Letters informing parents of concerns and improved behaviour are sent with consultations undertaken as appropriate with parents and pupils. The end of year summary report outlines suggested changes for the following year.
3. Exclusions are reported to the governing body and the LEA.
4. Racist incidents are recorded separately

Responsibility for this policy:	Leadership Team
Date of this policy review:	September 2015
Date of next review	September 2017 or as required

Appendix 1 - Rewards

There is a clear and consistent approach to rewards across the school. This is built upon the premise that all pupils will exhibit good behaviour for learning. Pupils are rewarded for exceptional attitudes to learning and contributions to school life.

Half Termly

Two pupils are chosen from each class for exceptional and consistent, behaviour, attitude and work throughout the whole half term. Parents of the chosen pupils are invited to a 'Stars Assembly' and the pupils are allowed to wear non uniform for the whole day. Pupils are presented with a certificate and prize to take home

Weekly Rewards

Class teachers choose two pupils that have been consistently been working hard. It could be for good behaviour choices, attitude towards their learning or for exceptional work in a subject. The names are entered into a reward book, with the reason for their reward. This is celebrated in an assembly, where each pupil receives a certificate to take home with them.

In KS1 and KS2 the Learning Mentors choose two pupils from each class who have exhibited excellent lunchtime behaviour. These pupils are awarded the privilege of eating their lunch at Top Table on Friday.

Daily Rewards

In KS1 the Good to be Green behaviour system is used to motivate pupils to develop good attitudes to learning and school life.

Each KS1 class has a 'Good to be Green' behaviour chart. All children have their own 'Good to be Green' card in a named pocket. All pupils begin each day with a Green card.

Every day a pupil starts with a 'Good to be Green' Card in a named pocket. These cards are replaced with Silver or Gold cards for exceptional behaviour.

GOLD BEHAVIOUR	To always do your best and trying hard Following the Learning Zone rules Keeping your hands and feet off the walls and displays in classrooms and corridors Paying attention to all adults Choosing the right time to go to the toilet at break time or lunchtime Always remembering your manners by saying please and thank you, opening the door for people Showing good learning behaviour Showing respect for people all the time
SILVER BEHAVIOUR	Awarded throughout the day for those pupils who display exemplary behaviour and give others a role model to aspire towards.
GREEN BEHAVIOUR	Sitting on your chair or the carpet showing you are ready to learn Concentrating in class and trying your best not to be distracted Remember to always use your manners Be in the right place at the right time Look after all school equipment Take turns and share Always try your best Listening when adults and other children are talking

Refer to the KS1 Behaviour for learning Policy for more detail regarding rewards.

In Key Stage 2 and 3 the epraise online reward system is used to encourage, motivate and engage students of all abilities to work hard and commit themselves to all aspects of school life.

Praise points are awarded to the students under the following Categories;

Achievement	<p>Outcomes If a pupil has achieved the outcome or improved outcomes</p> <p>Assessments This may link to a weekly spelling or tables test, summative or formative</p> <p>Improvement Improving in any area of the curriculum</p> <p>Communication and Language</p> <p>Progress Linked to any area of school life</p> <p>Presentation</p>
Values	<p>Value of the month A pupil showing one of our assembly values. This also includes moral values (integrity, courage, respect, fairness, honesty and compassion)</p> <p>Respect Showing respect for others ideas and points of view in learning time and social times</p>
Learning Attitudes	<p>Readiness</p> <p>Resourcefulness</p> <p>Resilience</p> <p>Responsibility</p> <p>Reflectiveness</p>
Extra-Curricular	<p>Extra-Curricular rewards will be given for participation in a club or achieving well at a club. Choir, Orchestra, Sports events, gardening, cooking club, representing the school.</p>

KS2 MILESTONES

Reward points are recorded on epraise. Pupils and parents can track their rewards on line.

Pupils are awarded the following prizes/experiences when they reach a milestone.

Certificates are generated through the epraise system and presented in the weekly rewards assembly.

SLT are able to monitor the reward system online to ensure that points are allocated consistently to different groups across the key stages.

BRONZE	50 points	Certificate and postcard home and bookmark
SILVER	100 points	Certificate and stationery
GOLD	200 points	Certificate and Lunchtime Treat
SAPPHIRE	300 points	Certificate and afternoon tea
RUBY	400 points	Certificate and session with Sports Coach
DIAMOND	500 points	Certificate and Half Day Trip

KS3 MILESTONES

Bronze	50 Points	Certificate and bronze badge
Silver	100 Points	Certificate and choice of stationary
Gold	200 Points	Certificate and afternoon activity with Pastoral Leader
Sapphire	300 Points	Certificate and Disco Evening
Ruby	400 Points	Certificate and priority queue at lunch times for half a term
Diamond	500 Points	Certificate and End of Year Trip

Refer to the KS3 Behaviour for Learning Policy for more detail.

Appendix 2 - Consequences

A clear and consistent set of consequences has been designed to support pupils who find it difficult to adhere to the school rules/ classroom agreements.

KS1 and KS2

1	Verbal reminder - time to put it right
2	Time out in classroom- behaviour logged
3	Time out in another classroom – behaviour logged
4	Miss part of breaktime/lunchtime – behaviour logged
5	Meeting with SLT and letter home

Refer to the KS1 and KS3 Behaviour for Learning Policies for more details regarding consequences.

Consequences are logged by classteachers on eportal.

Cover teachers will ensure that classteachers are aware of any incidents that need to be logged.

Learning mentors will ensure that classteachers are aware of any lunchtime incidents that need to be logged.

SLT will monitor incidents and arrange meetings with parents of pupils who have 3 behaviours logged within a week.

Pupils who require additional support will be supported by a learning mentor through a programme of in class session, 1:1 and group sessions.

Pupils who need further support will be referred to the SENCO who will write an IBP and outside agencies may be involved at this point.