



Merley First School

Behaviour for Learning Policy

BEHAVIOUR FOR LEARNING POLICY

At Merley First School we believe in taking a positive and proactive approach to the teaching of behaviour for learning. We believe that for children to be successful in their learning they need to be supported to make the right decisions and behaviour choices. Making the wrong choices will have a negative impact on their learning, and the learning of others. Pupils and staff have the right to work in an environment which is safe, secure, supportive, consistent and fair.

Everyone at Merley First School has a part to play in the promotion of high standards of behaviour for learning. Our staff and academy committee members want to establish a clear and shared understanding between teachers, support staff, parents and children about the standards of behaviour we expect at school, how we encourage good behaviour and what we do to discourage inappropriate behaviour. Our school is inclusive and we adapt our behaviour management strategies to meet the needs of individual children.

At Merley First School children are inspired to develop a lifelong love of learning. We are passionate about offering challenge, fun and excitement within a caring and safe learning environment. We strive to ensure that everyone at our school feels successful on their journey of discovery .

Our aims;

- Every pupil to reach their potential both academically and socially
 - Pupils have ownership of their learning
 - Individual talents are developed
 - Our inclusive philosophy means everyone is equal and differences are celebrated
 - To work in partnership with pupils and adults to foster a positive sense of belonging
 - Pupils respect themselves, others and their school
 - Pupils are given opportunities to make a positive contribution to the local, national and global community
 - Everyone is encouraged to be independent and responsible
 - Creativity is nurtured and celebrated
 - Pupils are equipped with the skills and motivation to believe in themselves and always persevere.
- PRINCIPLES There are four basic principles upon which our behaviour policy is based:
- We have a responsibility to teach our pupils the difference between right and wrong.
 - We believe it is our duty to promote, encourage and reward positive behaviour for learning.
 - We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable, not the child.
 - Pupils must reflect on their decisions and take responsibility for their unacceptable behaviour.

Our behaviour characteristics - [MERLEY LEARNERS](#)

The leaders of Merley First School have worked in partnership with all stakeholders to review the Behaviour for Learning Policy, and more specifically create our behaviour for learning characteristics. The characteristics are:

L	istener
E	ngaged
A	mbitious
R	esilient
N	urturing
E	nthusiastic
R	espectful

Our expectation of pupils' behaviour is very high and we expect all pupils to actively engage in their learning and demonstrate the above characteristics. We believe all children should take responsibility for their behaviour in line with the school behaviour levels. The British Values and the Spiritual, Moral and Social and Cultural curriculum underpin these expectations.

We promote and celebrate these behaviours as we believe they are essential to facilitate excellent learning. Each week a behaviour characteristic will be a whole school focus. These will be displayed clearly in each classroom and learning space and referred to. It will be a focus within weekly assemblies.

The school incorporates British Values (below) in assemblies and in various curriculum areas. These values are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of different faiths and beliefs

RIGHTS AND RESPONSIBILITIES

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 curriculum is 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. Heartsmart is the PSHE curriculum which we follow.

In all classes children are given areas of responsibility to develop their independence

Every class has a behaviour for learning 4 stage chart.

All children start every day on stage 2 'Positive' smiley face.

For children who consistently demonstrate Merley Learner behaviour the teacher can move the child to stage 1 'Outstanding'.

For children who have received a verbal warning but continue to display Code 1 or 2 behaviour they should be moved to stage 3.

Where behaviour matches codes 3,4 and 5 behaviours they should be moved to stage 4. All behaviours within Code 2,3,4 or 5 should be recorded on the codes charts.

Children who have had their name moved down because of behaviour codes should move their name back to the positive smiley face (2) after break or after lunch.

We have 5 codes to support the expectations of behaviours. (See Behaviour codes) This is to encourage pupils to take responsibility for their own behaviour. Adults use this as a way of pupils to reflect on their behaviour.

Classroom management and teaching methods have an important impact on children's behaviour. Our classroom environments give clear messages to children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms are organised to develop independence, they are 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 safe and welcoming environment, which is accessible to all learners through differentiation.

Our Y4 pupils have been trained in Peer Mediation. At lunchtime they support the other children by facilitating



the resolution of low level conflict.

BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

All adults in our school are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour for learning. We ensure that children experience success through their efforts and feel recognised as an individual.

We believe that adults in school, should lead by example and be good role models in their relationships and the way they talk to others. This approach will establish a culture of understanding, respect and good manners. This will lead to collaboration and positive attitudes to learning.

PROMOTION OF SELF-ESTEEM AND SOCIAL SKILLS

In every lesson we are developing all children's social, emotional and behaviour for learning skills. This underpins our whole ethos. The Personal Social Health and Economic curriculum is a specific tool to teach children about:

- Relationships.
- Health and wellbeing.

We also have an e-safety scheme of work to raise pupil awareness of staying safe on the Internet and general security aspects.

PRAISE AND REWARDS

Each class has individual and whole class reward systems in place to recognise and encourage good work and desirable behaviour. These include:

- Smiles, encouragement and praise which is meaningful, specific and refers to behaviour for learning
- Individual class reward systems
- Being given an area of responsibility in the classroom
- Stickers
- 2 children chosen each week for Celebration Assembly
 - 1 child per class will be rewarded for displaying our learning behaviour of the week and sit next to their teacher on a chair in assembly.
- Showing significant achievements to the Headteacher, other teachers, other classes and also in assemblies
- Conversation at the end of the day, phone call Sharing good news with parents/carers

CELEBRATION ASSEMBLY

We believe the balance between reward and consequence should be biased in favour of rewarding the good behaviour fostered in the school's positive environment. We hold a celebration assembly each week at 2.45pm. Teachers choose a child from each class to be rewarded with an oak leaf and share their social or academic achievement with the rest of the school. Teachers also use the behaviour for learning terminology on Oak leaves to positively reinforce desired behaviours. One award per class is given for behaviour for learning focus for that week. These children will sit on a chair next to their teacher in celebration assembly.

DEALING WITH UNACCEPTABLE BEHAVIOUR

We understand that children may make the wrong choices for a variety of reasons. Adults use a whole range of strategies to ensure that children's behaviour does not impact negatively on their learning or the learning of others. These include:

- Staff being calm and respectful when faced with challenging behaviour. This reduces conflict and leading by example.
- De-escalation strategies are employed.
- Children are given time to calm down after an incident. Acknowledge that they may be feeling angry and/or upset.
- Recording incidents in class behaviour logs and identify any patterns in triggers.

For fairly mild behaviour which is disrupting the flow of teaching, learning or safe play, we always check for understanding of the task/instruction. A child is given a verbal reminder of what the adult does want to see.

Code 1 - If the negative behaviour continues, a warning is given to 'Make a powerful choice'. Name moved to the straight line face

Code 2 - If the negative behaviour still continues however, the child should be moved from their position and then miss 2 minutes of their next play. This time should be with the class teacher in the classroom. If this is in the playground they should stand next to the adult on duty for 2 minutes.

Code 3- If the negative behaviour continues or there is a more serious incident their name should be moved to the sad face. They should be moved to their partner class with their work. The teacher will decide upon the length of time the child is out of the classroom, but this should be for a minimal amount of time. They will then miss 5 minutes of their next playtime. SLT should be informed of all code 3 incidents.

Code 4 - For incidents of serious behaviour SLT will be involved and decide upon exclusion from the class for part of the day and/or lunchtime with SLT.

Code 5- headteacher to consider exclusion.

See Appendix for the Behaviour Codes

The purpose of intervention is to modify behaviour. Persistent negative behaviour can indicate an underlying problem, which needs investigation. In cases of serious concern the support and advice of the SENCO or outside agencies may be sought.

PUPIL SUPPORT SYSTEMS

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, who have specific needs relating to behaviour, may find it continually difficult to follow access the curriculum in the same way other children can. In these rare situations pupils have individualised programme specific to their needs.

In order to support our most vulnerable pupils, individual strategies will therefore need to be implemented. These may include:

- Play therapy
- Meeting of all involved, including parents/carers - to draw up a plan of action
- Regular liaison with parents/carers
- Home-school book
- SEND staff and class teacher jointly planning appropriately differentiated work
- Daily planners and targets set with appropriate rewards
- Use of a 'Safe Haven'
- Additional 1:1 support for emotional well-being or learning
- Relevant staff training or CPD
- Involvement of outside agencies (Behaviour Support Team, Educational Psychologist etc.)
- Early Help Support

It may also be appropriate to complete an Early Help referral if multi-agencies are involved with the child or if the child is at risk of exclusion. Application for an Educational Health Care Plan may be made in the longer term, if appropriate.

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

At Merley First School we believe in working to build a partnership with parents/carers so that we are able to support their child by promoting good behaviour and attendance. It is essential that parents reinforce behaviour expectations. We feel it is important that parents/carers 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 Home School Agreement.
- Newsletters

Attendance at Celebration Assemblies

- The procedures as laid out in this policy and our parent/carers behaviour leaflet which explains the behaviour system, associated rewards and sanctions.
- Ensuring parents are involved in working with the school in managing their child's behaviour issues where appropriate.

EXCLUSIONS

The school follows the DfE 2012 and BCP guidance. Copies are available from the Head teacher and the school office. Only the Head teacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- The pupil seriously breaches the school discipline policy in a violent way;
- A range of alternative strategies have been tried and failed;
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.

- If necessary, consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at a school.

LIAISON WITH OTHER AGENCIES

Where there is continuing cause for concern, class teachers should discuss arrangements for securing external advice with the SENCO. Support may be obtained e.g. from the area Behaviour Support Team or Educational Support Centre.

PROCEDURES FOR EVALUATION AND REVIEW

Our Behaviour for Learning Policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers
- School Council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer feedback at MSA meetings
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

COMPLAINTS

The school's procedures for dealing with complaints about behaviour are a declared part of the school's procedures for handling all complaints.

RELATED POLICIES

- Anti-Bullying Policy
- Equality Policy
- Complaints Procedure
- SEND and Inclusion Policy

