

# Charfield Primary School

*Working Together....*

*Learning for Life*



## Behaviour for Learning Policy

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## 1. Rationale

### 'Quality Education in a Caring Environment'

1.1. At the Charfield School we understand that learning is best achieved in an environment that is safe, tolerant, respectful and stimulating. We believe that every child matters. It is our goal (pupils, staff, governors and parents) to promote a positive learning culture and encourage a sense of collective responsibility in promoting active global citizenship for the 21<sup>st</sup> Century.

1.2. The purpose of this policy is to:

- a) Create a positive learning culture, which promotes the aims and values of the school with the minimum of conflict
- b) Provide clearly defined limits that are easily understood by all involved with school
- c) Assist all staff in the management of behaviour for learning
- d) Ensure that the very highest standards of behaviour for learning are upheld

## 2. Expectations (The 6 Charfield School Values)

The 6 school values, which were devised after widespread consultation, are prominently displayed in learning spaces, corridors and recreational areas around the school. At all times at the Charfield School, both inside and outside lessons, **everybody** is expected to demonstrate:

**COLLABORATION** - We **work together** as a team to reach our goals and support others.

**COURAGE** - We have the **courage** to take challenges and learn from any mistakes we make.

**PRIDE** - We have **pride** in our achievements, our school and our village.

**RESPONSIBILITY** - We take **responsibility** to improve ourselves & others.

**RESILIENCE** - We **never give up**. We will always aim high in our achievements.

**ENTHUSIASM** - We show **enthusiasm** for everything we do.

2.1. These values :

- Focus on maximising learning
- Are expressed in positive terms
- Are few in number
- Will cover most, if not all, positive or anti-social behaviour
- Can be exemplified by everybody
- Have been accepted by the overwhelming majority of the school community

2.2. Pupils will be informed of our expectations:

- Via the Home-School Agreement (see appendix i)
- Via a presentation during the EYFS induction process
- Via the Meet The Teacher Meeting in Week 1
- Via assemblies throughout the academic year

2.3. Pupils will receive reminders of our expectations:

- From all staff at the start of the academic year and subsequently as appropriate
- Regularly in assemblies
- From any member of staff involved in disciplinary procedures

2.4. Parents will be informed of our expectations:

- Via the Home-School Agreement
- Via Contact (school newsletter)
- By means of presentations at open evenings and parents evenings
- From any member of staff involved in disciplinary procedures

### 3. Rewards

3.1. At the Charfield School we hold the belief that rewards change behaviour. Staff are encouraged to praise pupils when they both meet or exceed the schools expectations as indicated by the 6 school values. Pupils can be rewarded for achievement in any area of the school community including behaviour, attendance and active citizenship as well as academic, sporting or artistic success.

3.2. The following forms of reward are currently available:

## Silver Award

Adults in Charfield Primary School will issue a **Silver Star Award** when a pupil's attitude to learning continuously exemplifies and exceeds school values and expectations.

## Gold Award

The **Gold Star Award** is the top reward in Charfield Primary School. It is awarded once a term to children who show exceptional attitudes to learning and excellent examples of our school values.

## Reading Rainbow Reward

The **Reading Rainbow Award** is awarded to the class once the class has reached the target number of golden coins. The reward is decided through agreement with the teacher and pupils.

## Zooming to Success

**Zooming to Success** is awarded to individuals that can demonstrate and apply Maths targets. The reward is usually an edible prize.

Positive rewards will be placed (by administrative support) onto an individual's conduct log on SIMS.net.

### 4. Sanctions

4.1. At the Charfield School, we understand that sanctions may be necessary to promote a positive climate for learning. It is our belief that pupils should be made aware of the consequences associated with actions that infringe upon the rights of others.

Charfield follows a staged procedure to sanction poor attitudes. The staged procedure is fluid to allow pupils to learn from their mistakes and make positive changes to their attitudes. The sanctions are reset every day.

Charfield aims for no child to receive a sanction unfairly. Staff investigate incidents appropriately and act on observations and the information they gain through investigations.

N.B – The behaviours listed at each behaviour stage are intended to be a guide only and is not exhaustive.

# STAGE 1 - Warning

If you are placed on Stage 1, your attitude to learning has not met Charfield's expectations for learning and behaviour. This is your first and final warning before a sanction is issued.

# STAGE 2 – Detention

If you are placed on Stage 2 you will have already had a verbal warning from an adult that your attitude is not meeting our expectations but you have not acted on this warning. This is unacceptable and you will be issued with a Stage 2 Sanction

1. 10 minute sanction with a task to complete
2. Your parents will be informed by the teacher.
3. A BLIF will be completed

A Pupil will instantly be issued a Stage 2 sanction for:

- Purposefully hurting someone physically
- Swearing

# STAGE 3 – Serious Misconduct

A Stage 3 Sanction is issued for behaviours that are NOT PERMITTED in Charfield Primary School.

A pupil is moved to Stage 3 for:

- Two Stage 2 Sanctions in a week

A Pupil will instantly be issued a Stage 3 sanction for:

- Fighting
- Purposefully hurting someone physically
- Swearing
- Spitting at someone
- Purposefully damaging property that is not theirs.
- Theft

A Stage 3 Sanction results in:

- Detention for whole break time.
- Completion of a behaviour account form (KS2).
- Parents informed (\*) by telephone / text or a Stage 3 letter. Parents are expected to respond to by the next working day. The school will contact parents if no response is given and take appropriate action.

(\*) Parents are required to attend a behaviour meeting for the 2<sup>nd</sup> Stage 3 sanction.

## Procedures beyond Stage 3

In rare occurrences a pupil's behaviour will require additional actions and support. In these circumstances the school will follow these procedures:

### Behaviour Meeting

If a child at Charfield Primary School receives THREE Stage 3 sanctions a behaviour meeting will be called. The meeting will be held with parents, Head teacher, Class Teacher and possibly SENCO.

The result of the meeting will be:

- Behaviour Targets will be set
- A home / school behaviour tracking system will commence
- Sanctions to last over an extended period of time.

### Pastoral Support Plan

ADVICE FROM OUTSIDE AGENCIES WILL BE SOUGHT AT THIS STAGE.

A pupil requiring a Pastoral Support Plan (PSP) is at risk of a fixed term exclusion.

A PSP will be drawn up by the child, parent, SENCO, class teacher and Head teacher. The completed form will be shared with the Local Authorities Behaviour Support Department.

N.B – Whilst a PSP is active, a child may be given tailored individual boundaries for expectations and behaviour.

Any sanction at Stage 2 will have a Behaviour for Learning Information Form (BLIF) completed. Any Sanction at Stage 3 and beyond will be placed (by administrative support) onto an individual's conduct log on SIMS.net.

## 5. Exclusions

### Exclusion

Exclusion, which only the Headteacher can decide on, is the last resort that the school will employ for behaviours and attitudes that do not meet the school's expectations. There are two types of exclusion, fixed term and permanent.

#### Fixed Term Exclusions

Exclusions of this type will be considered when:

- There is a threat to the provision of efficient education, or the safety and welfare of the majority of children
- Where school rules have been persistently broken
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

#### Permanent Exclusions

The ultimate sanction of permanent exclusion will be used in exceptional circumstances, where there has been an **extremely serious** incident or where there has been a long series of misdemeanours.

LEA Representatives, Governors, Staff and Parents will be involved at this stage.

Pupils may be excluded for a fixed number of days or excluded from the school permanently. The school makes every effort to investigate all matters which may lead to exclusion; taking into account at all stages our statutory duties in relation to Special Educational Needs and Disability (SEND) and functions under the Equality Act 2010. This involves direct discussion with pupils who were involved in incidents either as witnesses, bystanders or victims. All pupils at risk of exclusion will be required to provide a statement; this provides a clear opportunity to record a truthful account of events which will then be discussed with them by a member of the School Leadership Team prior to a decision about exclusion being made.

Any decision to exclude a pupil from the school will be made in line with the principles of administrative law i.e. that it is a lawful, rational; reasonable; fair; and proportionate response. When establishing the facts in relation to the decision to exclude, the Headteacher will apply the civil standard of proof; i.e. "on the balance of probabilities", it is more likely than not that a fact is true, rather than the criminal standard of, "beyond reasonable doubt".

Parents/carers will always be made aware of the reasons for the exclusion and there are legal guidelines which will be followed (these include the right of appeal). Return from a period of exclusion will always involve a re-integration meeting with parents/carers, the pupil and a senior member of staff.

The school will, without delay:

- Inform the pupil's parent/carer of the period of any exclusion and the reasons for it.

The school will also, without delay provide parents/carers with the following information in writing:

- The reasons for the exclusion
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent
- Parents/carers right to make representation about the exclusion to the Governing Body and how the pupil may be involved in this
- Advise the parent/carer how their representation may be made; and
- Where there is a legal requirement for the Governing Body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend

## **5.1 Notifying the Local Authority and the Governing Body**

The School will:

i) Notify both the LA and the nominated Discipline members of the Governing Body of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupil has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public examination. For all other exclusions the Headteacher will notify the local authority and Governing Body once a term through their report.

ii) Follow agreed protocols for ensuring that pupils who are excluded for over 5 days receive education on the 6<sup>th</sup> and subsequent days until the end of the exclusion, by referring the pupil to the pupil referral unit (PRU).

iii) Ensure, where the parents of an excluded pupil do not speak, or do not have a good understanding of English, that correspondence and documentation relating to the exclusion are translated into their mother tongue. In such cases the school and/or LA will arrange for an interpreter to be present at any meetings with the parent about the exclusion. Suitable arrangements for disabled parents / carers will also be made.

iv) Ensure, following a pupil's exclusion, that a re-integration meeting is held, preferably on the day the pupil is due to return after the exclusion. The re-integration meeting will normally include a member of the

School Leadership Team, a member of the school behaviour support team, the pupil and the pupil's parent/carer. Other relevant people may attend, for example the pupil's tutor.

The minimum time limit will not apply to any exclusion which would result in the pupil losing an opportunity to take a public examination.

In the case of incidents involving drugs, knives and serious assault the school will act upon National guidelines to use either long fixed term exclusions and/or permanent exclusions as deemed most suitable according to the context and circumstances of the incident.

The school has a duty to consider parents representations about exclusion and may delegate this to a designated sub-committee comprised of at least three members of the governing body.

The governing body will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- It is a fixed period exclusion which would bring the pupils total number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test

## **5.2 Independent Review Panel**

If applied for by parents/carers within the legal time frame, the Trust will, at its own expense, arrange for an independent review panel hearing to review the decision not to reinstate a permanently excluded pupil. Where this pupil has a statement of SEND, the school will appoint a SEND expert.



Action Taken SLT

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Action Taken by:

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Date:

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Follow up (If required)

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