



CLAREMONT PRIMARY SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Reviewed by: T&L

Date: April 2017

Next review: Spring 2019

Aims

We aim to create a school environment in which:

- Children feel valued, safe and secure
- Everyone can succeed
- There is an ethos of tolerance, understanding and respect for others
- We take responsibility for our choices

We promote positive behaviour at Claremont by:

- Building positive relationships between staff and pupils
- Establishing a whole-school culture that promotes the well-being of all
- Ensuring that adults model positive behaviour
- Enabling all pupils to achieve and succeed
- Teaching engaging and stimulating lessons
- Involving pupils in the school community through a range of pupil voice opportunities
- Communicating clearly and openly with parents
- Being clear and consistent in our expectations, while understanding that treating children fairly does not always mean treating them equally
- Encouraging a growth mindset amongst staff and pupils

The **Claremont Code of Conduct** provides an outline of day-to-day whole school expectations and is discussed in more detail in Appendix 1.

- We are prompt, and ready to start our learning at the beginning of lessons
- We are polite and show respect for all people, property and places
- We are tidy and take pride in our appearance
- We take responsibility for our own actions and words
- We walk calmly and silently around school

In the classroom:

Staff will promote positive behaviour by ensuring that all pupils have the opportunity to succeed in their learning. Staff will actively promote a classroom ethos in which children are responsible for their own learning and the learning of others – including ensuring an appropriate level of noise and that children do not disrupt the learning of their classmates.

In addition, staff will adapt lessons and make use of technology to enable pupils to access learning in a way that suits them. Active listening will be encouraged and staff will make use of their training in emotion coaching to engage with pupils who are struggling with their behaviour. Staff will use circle time, as appropriate, to teach positive behaviour and to discuss ways to improve behaviour.

Pupil voice opportunities are encouraged through the joint setting of class rules, participation in the school council, discussions during circle time and, where teachers find it useful, strategies such as class “suggestions” boxes may be put in place.

The *Good to be Green* Behaviour policy will be displayed in every classroom and will be regularly discussed during class circle times. In addition staff and pupils will work together to draw up an agreed set of class rules each year. This will also be displayed in the classroom.

Rewards

Rewards will focus on attitude to learning rather than attainment. They will seek to promote a ‘Growth Mindset’ and a ‘can do’ attitude towards learning. Children will be praised for effort and the learning strategies used rather than ability. Staff will focus on behaviours such as being willing to have a go, persistence, resourcefulness and resilience and will value positive behaviours such as consideration for others, honesty, empathy

Children may be rewarded in variety of ways:-

- Positive verbal feedback.
- Being on the smiley face.
- Privilege cards.
- Housepoints
- Weekly Effort and Enthusiasm medals which are presented in assembly.
- Postcards or letters home
- The use of a marble jar or similar for whole class behaviour might result in a treat

At the end of each term, teachers may send home *Good to be Green* certificates to all children who have stayed on green for the whole term.

Consequences

Behaviour that does not meet with the expectations set out in the behaviour policy and the class rules will be discussed in terms of the choices that the child has made and the consequences attached to that choice. The *Choices and Consequences* poster will be displayed in the classroom and regularly discussed.

All classes will display and use the *Good to be Green* behaviour chart and children will start each day on green. Consequences for specific behaviour are displayed in the phase based summary that can be seen in Appendix 2. The rules and consequences are differentiated with regard to the age of the children.

Blanket class punishments are not acceptable at Claremont.

Monitoring

Class teachers are responsible for the monitoring of behaviour and the use of rewards and consequences in their classroom. The Behaviour for Learning Policy is reviewed by governors every two years. Staff are kept updated with regard to amendments to the policy through in-house training.

Beyond the classroom

All staff should be familiar with the *Good to be Green* behaviour policy and it should be consistently applied by all adults working with the children. The school will ensure that all staff are updated on any changes to the behaviour policy and will provide any training as necessary. Communication between staff is key, particularly between midday supervisors and class teachers where issues have arisen on the playground.

Persistent behaviour issues

If specific behaviour issues persist, further consequences might arise.

- Time out in another class
- Exclusion from the playground if the problems arise there.
- The creation of an individual behaviour plans to target specific behaviours.
- Meeting with a member of the Senior Leadership Team.
- Where necessary, children may be placed on report
- The school may internally suspend a pupil for serious incidents, alerting their parents.

Parents will be asked to attend a meeting if there is no improvement and should acknowledge that, if they are contacted, it will be as a result of persistent misbehaviour which will have been recorded by the class teacher.

Use of Reasonable Force

The guidance in this section is taken from the DfE "Use of reasonable force" (July 2013)

All members of a school staff have legal powers to use reasonable force. Reasonable force can be used to prevent pupils harming themselves or others, damaging property or causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot:

- use force as a punishment – **it is always unlawful to use force as a punishment.**

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The school will inform parents where there has been a serious incident involving the use of force and the incident will be recorded. Any complaints about the use of force will be investigated as indicated in the DfE guidance.

The role of parents

The Claremont Code of Conduct and the Good to be Green posters are outlined to parents via the school website. The success of the school's behaviour for learning policy is dependent on the whole community. We ask parents and carers to support us in this and to discuss any concerns with your child's teacher.

Appendix 1 - The Claremont Code of Conduct

We are prompt, and ready to start our learning at the beginning of lessons

We arrive promptly at the beginning of the school day. At the end of break time and lunch, we walk silently back into school and are ready to learn.

We will show that we are ready to learn by having correct PE and classroom equipment with us in school.

We are polite and show respect for all people, property and places

We will show courtesy and politeness to others. This includes using polite and respectful language and allowing adults to go through doors first.

We will respect others' right to learn and will not disrupt their learning by making too much noise or distracting them.

We do not touch property that is not ours. We treat school property with respect and leave areas of the school in a tidy and presentable state when we have finished working.

We go into assembly in silence and sit quietly. We are quiet when adults are talking.

We are tidy and take pride in our appearance

We come into school wearing the correct school uniform which should be neat and tidy at all times. When we return from the playground, shirts should be tucked in.

We take responsibility for our own actions and words

We are honest and truthful when speaking to one another. Where we have made mistakes, we will own up to them and take responsibility for our actions. Swearing is not acceptable in school or in the playground.

We walk calmly and silently around school

When we are walking into assembly or to another part of the school, we walk round on the left side of the corridor, silently and with respect for others who are working and learning around the building.

Good to be Green Reception/Year 1

LEVEL 1 Low level classroom misbehaviour (after a warning)

For example:-

- Shouting out
- Talking whilst the teacher is talking
- Not sharing
- Grabbing or snatching
- Being disrespectful to classmates

Consequence: Amber card. Note this and record reason

LEVEL 2: Continued level 1 behaviour or:-

- Taking someone's property without permission
- Being deliberately disruptive
- Carelessly damaging school property
- Being deliberately spiteful to other children

Consequence: Red Card. Note this and record reason. Three amber cards in a week or one Amber and a Red—child to see Phase Coordinator.

- LEVEL 3
- Being rude to a teacher
 - Deliberate violence to someone else
 - Stealing
 - Bullying
 - Deliberately damaging school property

Consequence: Red card. Note this and record the reason child also to see Phase Coordinator to miss 10 minutes of playtime or Plan Do Review. More than one red card in a day/week—phone call home from class teacher to ask parent to come in. Child to be seen by Head or Deputy.

GOOD BEHAVIOUR All 'green' children to be recognised weekly in class. If green all term then they receive a certificate at end of term.

NB. With the very young children, a lot of these misbehaviours listed above will be treated with sensitivity and a greater degree of tolerance.

Good to be Green Year 2-3

LEVEL 1: Low level classroom misbehaviour

WARNING = name on sad face
2 x on sad face = amber card
Talking whilst the teacher is talking
Not giving in homework (on time): 3 strikes per term = card
Being disrespectful to adults and peers

Consequence: Amber card. Note this and record reason. Miss 5 minutes of Golden Time or playtime.

LEVEL 2: Continued level 1 behaviour or:-

Taking someone's property without permission
Being deliberately disruptive
Carelessly damaging school property
Being deliberately spiteful to other children
Swearing or using rude words

Consequence: Red card. Note this and record reason. Miss 10 minutes of Golden Time. Class teacher to inform parent through informal chat at the end of the day. Three amber cards or one amber and a red in a week—child to see Phase Co-ordinator to miss 10 minutes of playtime to reflect on their behaviour.

LEVEL 3:

Being rude to a teacher
Deliberate violence to someone else
Stealing
Racist insults
Deliberately damaging school property

Consequence: Red card. Note this and record the reason. Miss 10 minutes of Golden Time. More than one red card in a day/week—phone call home from class teacher to ask parent to come in. Child to be seen by Head or Deputy.

Good to be Green Year 4-6

LEVEL 1: Low level classroom misbehaviour For example:-

- Shouting out
- Talking whilst the teacher is talking
- Not sharing
- Homework omissions
- Grabbing or snatching
- Being disrespectful to classmates

Consequence: Amber card. Note this and record reason

LEVEL 2: Continued level 1 behaviour or:-

- Taking someone's property without permission
- Being deliberately disruptive or defiant to any supervising adult
- Profanity
- Carelessly damaging school property
- Being deliberately spiteful to other children

Consequence: Red card. Note this and record reason. Three yellow cards or one yellow and a red in a week—child to see Phase Co-ordinator, work in a separate supervised classroom and /or 10 a portion of Golden Time

LEVEL 3:

- Being rude to a teacher or supervising adult
- Deliberate violence to someone else
- Stealing
- Bullying
- Racists insults
- Deliberately damaging school property

Consequence: Red card. Note this and record the reason. More than one red card in a day/week—phone call home from class teacher to parent. Child to be seen by Head or Deputy. GOOD BEHAVIOUR If green all term then they receive a certificate