



**Behaviour for Learning Policy
November 2020**

Review November 2021

The following information shows how positive behaviour is encouraged and developed in school and the procedures for dealing with negative behaviours. The term 'behaviour' is intended to cover social behaviours, emotional behaviours and behaviours for learning. We work hard to ensure children develop good emotional intelligence through carefully considered whole school programmes.

Teachers, Teaching Assistants, Lunchtime Organisers and other Support Staff will follow the guidelines set out in this policy. Trainee teachers and temporary staff will be made aware of these procedures.

Medlock Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued; knowing they will be listened to and taken seriously.

We Will -

- Recognise, reward and emphasise positive behaviour
- Provide an emotionally rich environment for all children to learn and for all teaching staff to teach
- Promote a consistent framework for children's behaviour through the involvement of all staff
- Gain parental support and involvement at all times and opportunities
- Prepare children as responsible citizens
- Encourage self-discipline
- Promote social awareness and understanding

Behaviour for Learning Vision Statement

Medlock Primary inspires children to become confident, independent learners who can achieve their full potential. We believe learning should be fun, purposeful and challenging.

We aim to equip each child with the skills they need for lifelong learning.

We have high expectations of every member of our school community. We expect our children, families and staff to be caring, respectful, and responsible, participate fully and support good progress.

We provide a safe and secure environment, where differences are recognised and celebrated. We believe it is vital to work in partnership with families and the wider community to build a secure and happy environment.

At the end of their time at Medlock, our children will be confident young people, ready to seize new opportunities and make a positive contribution to their community.

Inclusion Statement

Medlock Primary School recognises the status of the protected characteristics and does everything in its power to ensure all staff and pupils are protected from prejudicial views. Fundamental British Values underpin daily life at Medlock Primary School and any actions by any member of the school community that go against British Values will be challenged and may result in further action being taken.

School Expectations

We are kind and helpful

We listen to each other

We are responsible

We love challenge

Rewards may include:

- Verbal/Non-verbal praise
- House Points
- House Reward at key points in the year
- Stickers and positive comments from teachers / school leaders
- Letters home to parents
- Awards in Celebration assemblies

Medlock Daily Drivers

Day to day management of the children in classrooms and shared spaces are driven by the Daily Drivers. These drivers support all adults in having a consistent approach with all children and support the children to know what is expected of them in all contexts.

The drivers are:

- Meet, greet, smile, correct
- PIP and RIP (Praise in Public, Reprimand in Private)
- Name, direction, thank you

Consequences

As a visual reminder, children can be issued with amber, red and purple cards. All discussions about specific behaviours should reference the Medlock School Expectations.

- 3 informal reminders for minor transgressions that pupils need to address to be ready for learning.
- All discussions regarding changing behaviour to be positive.
- Yellow (formal warning card) high status – however, a child can move back to green from this if they display the appropriate behaviour for a sustained period of time.
- Discuss with the child how to prevent behaviour escalating with emphasis on choice and consequence (being responsible - school expectation). This will be the final reminder.
- Red card (time out to reflect in class or parallel class – depending on age and emotional state of the child. (Red cards are recorded as they impact on end of term rewards - this should be recorded on ScholarPack. A child can move back to amber and then green if they display the appropriate behaviour for a sustained period of time.
- Purple card - When a child has already had a red card and continues to display red behaviour, they must be seen by a member of the SLT. SLT will then speak to the child and a purple card may be given.
- All red and purple cards are to be communicated to families the day they are given.
- Informal reminders – staff are trained in the use of positive behaviour strategies to manage classroom behaviours.

Timeout / reflection is not a punitive measure, rather an opportunity for a child to reflect and re-engage with a positive approach.

Reflection time should be guided, either through the use of a think sheet or through guided conversation with an adult - whichever is the most appropriate to context.

Children should never be left unsupervised outside a classroom during reflection time.

Recording

Staff will keep a record of every red card on ScholarPack. This will detail the date and nature of the incident and any other relevant details.

If the child has a behaviour plan, any relevant members of staff will be informed.

All red and purple behaviours are communicated to families that day.

Where patterns of behaviour are seen (reds on a Monday morning etc,) this will be investigated and may form the basis of individualised support packages for children and their families.

Extreme incidents

Where a child displays extreme violent or volatile behaviour they will be sent to a senior leader (or named person if a behaviour plan is in place) immediately. The senior leader will then make the judgement on how to proceed. Actions may include sanctions and consequences (including exclusions if appropriate) as well as a review of the pastoral support a child is receiving.

Exceptional Cases

In line with DDA regulations, reasonable adjustment should be made for children with diagnosed or suspected SEND issues. This will be done in collaboration with the child, the children's carers and teaching staff. If relevant, specialist advice will be sought from other agency staff to inform this process.

Exclusion

The decision to exclude is made after the school has exhausted **all** available strategies to support a pupil or on the extremely rare occasion that the incident / behaviour is so extreme that it would be impossible to justify the pupil's presence in school. The decision to exclude is communicated immediately to the parents / carers by the Headteacher.

If a child has had in-school exclusions and there have been no significant changes in their behaviour or attitude, the following actions may be taken:

- the review or instigation of a support plan to set out the bespoke support package a child will receive
- work alongside pastoral / SEND team to provide specialist support / intervention work
- regular parent meetings
- further fixed term exclusions
- managed move
- permanent exclusion

Lunchtimes

Teaching Assistants, Lunchtime Organisers and Sports Coaches are expected to lead in ensuring all pupils maintain 'green behaviour' at lunchtimes. On occasion, pupils may have to have structured lunchtimes in order to maximise

the support available to them. This will have a pastoral focus looking at positive play and interaction.

Anti-Bullying Statement

Bullying is defined as deliberately hurtful behaviour repeated over a period of time. It can take many forms but the four main types are;

- Physical – hitting, kicking, theft, making faces etc.
- Verbal – name calling, racist remarks, homophobic name calling etc.
- Indirect – spreading rumours, exclusion from a social group, etc.
- Cyber Bullying

Where bullying is identified, swift and decisive action will be taken to address the situation and the families of all parties will be informed.

Pupils are made aware of how they can safely draw school staff's attention to concerns about bullying. They must be confident that concerns will be investigated and, if substantiated, acted upon.

In order to prevent a culture where bullying can happen we will;

- tirelessly promote British Values through assemblies, class discussions and PHSE lessons;
- promote an ethos where all individuals are sensitive to and respect the needs, wishes and rights of others;
- develop (through the direct teaching of) the skills of cooperation, debate, listening, sharing, negotiation and conflict resolution;
- enhance pupils' self-esteem, confidence and problem solving;
- ensure the curriculum provides opportunities and time for pupils to explore why bullying might occur and recognise the signs it could be happening;
- ensure the school community understands the need to speak out when they see something is wrong;
- provide children with safe places and open channels of communication in order for them to speak out if they feel worried.

Dealing with an incident

The following procedures will be followed when bullying has occurred or is suspected:

1. All incidents will be fully investigated
2. Those involved in any incidents will all be interviewed separately
3. Witness information will be sought
4. A record will be kept of the incident and investigation (through CPOMs)
5. Relevant staff will be informed.
6. Relevant actions will be taken to prevent further incidents. These may include:
 - a. Sanctions

- b. Obtaining an apology
- c. Informing parents of all children involved
- d. Providing pastoral support for those involved

Families

We would ask families to support us in the implementation of this policy to ensure their children are always ready to get the most out of their days here at Medlock.

If teachers perceive a risk that is causing a child to struggle to engage in their learning or they see a barrier appear that is impacting on their learning; they will instantly try to identify a cause for the change. Medlock Primary School will always endeavor to do this in conjunction with families. Medlock Primary School will strive to maintain positive relationships with families in order to work together to support our children.

There will be times when families are concerned about the behaviours of other children. In these instances we would urge families to address their concerns to school so we can fully investigate any issues, act as mediators, instigate consequences or refer to other agencies as appropriate.

Families are requested to never approach children or their parents directly.

Incidents Outside School

Sometimes incidents that occur outside of school will need to be investigated. Issues that arise on the way to and from school, on social media or in after school activities (both those that are under the umbrella of Medlock Primary School as well as those run by other organisations) can have a significant impact on pupils' wellbeing and ability to engage with their learning. This could include anti-social behaviour, fights, bullying, cyber bullying or pupil's behaviour on social media platforms.

In these instances investigations will take place at the earliest opportunity and families will be informed as soon as a clear picture of the events become apparent.

Where relevant, other agencies may be contacted as a result of any investigation.