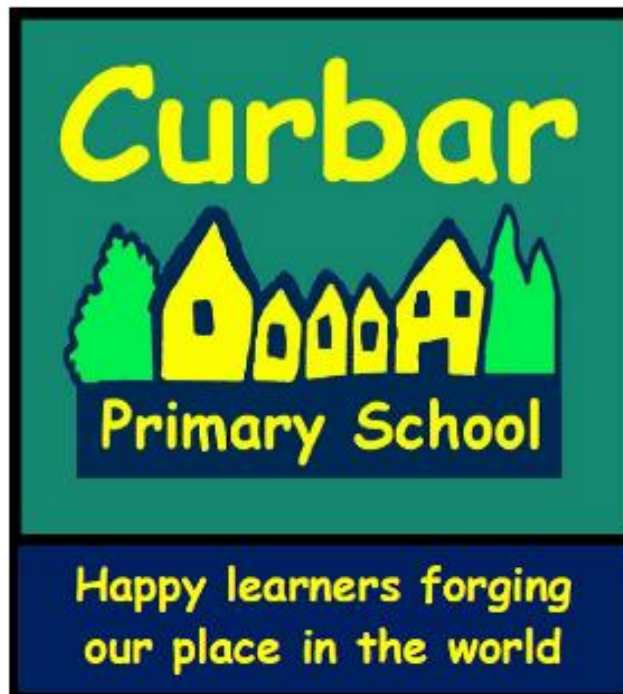

BEHAVIOUR FOR LEARNING POLICY



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Introduction

Those who have experienced our school community know that Curbar is a special place where our pupils are 'Happy learners forging our place in the world.'

Our school mission statement, '**Happy Learners Forging Our Place in the World**' highlights the importance we place on ensuring that Curbar is an enriching, safe and aspirational environment.

Happy – having fun, fulfilling potential, flourishing, being safe, cared for and nurtured.

Learners – being enthused, engaged, motivated and inspired. Being able to work independently and collaboratively. Being aspirational and ambitious. Developing a strong moral compass.

Forging – not giving up in the face of challenge, recognising that effort and a positive attitude is the root to success.

Our place – sharing responsibility for what happens, taking our place in the local and global community.

World – being proud to be part of the local and wider communities and appreciating the similarities and differences within them. Developing a tolerance and respect for and an understanding of the world.

This is an aspirational message supported by everyone in school which we will all do our best to achieve.

Curbar School aims to work in partnership with parents, the community and the local authority. We believe that school life should be enjoyable and learning should be fun and it is our aim that each child will be happy and motivated, will have positive feelings about themselves and their school and will look back with great fondness upon their time at Curbar. We want to empower our children to become enthusiastic, confident and independent learners in the school community who will use their time at Curbar as a foundation for future success, happiness and lifelong learning. Behaviour for learning is a fundamental aspect towards achieving this.

Aims and Objectives

At Curbar, we believe that all pupils should be aware of the standards of behaviour that are expected of them and take ownership and responsibility for consistently reaching these standards. To achieve this, we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and consistently. We are a caring, inclusive community, whose values are built on mutual trust and respect for all. The school's behaviour for learning policy is therefore designed to support the way in which all members of the school can learn and work together in a supportive, considerate, respectful and responsible way. It aims to promote an environment where everyone feels happy, safe and secure in both the school and wider community. We believe:

- All children have the right to learn and play in a safe, friendly and happy school.
- All staff have the right to work in a safe, friendly and happy school.
- You have a right to feel welcome and be secure in the knowledge that your children learn and play in a safe, friendly and happy school.

The school has a Code of Conduct (Our Curbar Code), but the primary aim of the behaviour for learning policy is not a system to enforce rules. It is a means of promoting good relationships and

positive behaviour, so that people can work together with the common purpose of helping everyone to learn.

The role of the pupils

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules (see below), listen, follow instructions by staff, and accept and learn from any sanctions that they receive because they know this is the right way to behave. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes.

With the support, guidance and teaching of the school staff, we expect the children to follow our 'Curbar Code'. The code was written in conjunction with the children and staff of the school in July 2016. It was developed in September 2017 (see next page) following discussion with staff. At the start of each year, each class discusses and formulates a 'Class Charter' – this breaks down the code into more age appropriate instructions e.g. listen when someone is talking; use kind words etc. This is signed by the staff and children of the class and displayed prominently. The children are expected to abide by these rules at all times (including lunchtime and breaks) and it is referred to where appropriate by staff.

Our Curbar Code:

Be ready for learning and always try our best

Care for ourselves and each other

Care for our school

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy through the curriculum and other means which supports the spiritual, moral, social and cultural development of the children including British Values.

The headteacher keeps records of appropriate reported incidents of misbehaviour (on CPOMS – the school's electronic record of safeguarding, behaviour, pastoral and welfare issues). The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and relevant policies have been adhered to.

The role of the school staff and volunteers

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act

responsibly and professionally, and will never denigrate pupils or colleagues. The staff should model politeness, good manners and treat the pupils and colleagues as they wish to be treated. They should use positive, motivating and supportive language (do's rather than do not's). They should use appropriate tone and volume when speaking with children. They should smile, be kind and compassionate and be welcoming. They should understand this also supports the emotional well-being and mental health of the pupils.

The school ensures that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEND needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that, in conjunction with clear rules, appropriate rewards and sanctions, good support systems, we can build an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. Please refer to the Anti Bullying policy.

It is the responsibility of the class teacher to ensure that the school's Code of Conduct is adhered to in their class, and that their class behaves in a responsible manner during lesson time and when moving around the school. Carefully constructed routines and classroom organisation minimise opportunities for misbehaviour and help the day run smoothly. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly, the school keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. This should involve discussions with parents. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher. This will usually result in a meeting with the parents. The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a Multi-Agency Team worker or, if appropriate, the behaviour support service. Additionally, a range of preventative therapies may be offered in response to inappropriate behaviour, for example, nurture.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of parents

Parents play a crucial role part in ensuring that their children are responsible for their own behaviour in school. We ask that parents respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your

child is at school on time, appropriately dressed, rested and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting agreements put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

The role of governors

The governing body has the responsibility of setting down general guidelines on standards of discipline, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines and to ensure that the school policy is administered fairly and consistently.

The headteacher has the day-to-day authority to implement the school behaviour policy, but governors have the opportunity to discuss general behaviour issues at meetings. The headteacher must take this into account when making decisions about matters of behaviour. It is the responsibility of the governing body to monitor the rate of fixed and permanent exclusions.

Rewards at Curbar Primary School

Curbar Primary School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

- Praise

All children's efforts are recognised and we will regularly praise pupils to raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths and recognise the success of others to help them to become positive members of the school community. This recognition is viewed as a reward.

- Behaviour Chart

For good behaviour in class, we use a system of moving a child's name along a visible 'Behaviour Chart'. All children start on 'Ready to learn'. Children can progress up the chart to 'Good Day', 'Great Job' and 'Outstanding'. On reaching outstanding, a child automatically receives a Golden Ticket.

- Class Rewards

Each class will write a 'Class Charter' in September based on the Curbar Code. Class rewards can be decided between the children and their teacher.

- Golden Tickets

A Golden Ticket can be given to any child by any member of staff at any time during the school day. It is a reward for good or outstanding behaviour. On giving the Golden Ticket, the member of staff will explain what it has been given for. The child will put their name and class on their ticket. It is

the responsibility of the child to look after the ticket. At a convenient time, the child will put the ticket in a suitable place (e.g. a container in the classroom) for the teacher to count and mark on the class chart. When the child gets 25 tickets they will be sent to the headteacher to receive their bronze star lapel badge. When the child attains 50 and 75 tickets they will receive their silver and gold badges respectively from the head teacher. The children are expected to wear these badges with pride and on a daily basis. A child will not receive their next badge if they are not wearing an existing badge or badges. Lost badges will be replaced at the discretion of the head teacher. At the end of each half term, there will be a celebration assembly where a child who has recently received a lapel badge will also receive an accompanying bronze, silver or gold certificate. Once a child has received gold status their name will be entered in an end of year prize draw for a cash (book voucher) prize. There will be three prizes worth £15, £10 and £5. However, gold badges can be revoked at the discretion of the headteacher for standards of behaviour that do not merit a gold badge award.

- Prefect Status

Children in Year 6 can gain Prefect Status by obeying the Curbar Code consistently. They will receive a badge presented in the whole school Shine Assembly. This badge can be revoked at any time at the discretion of the headteacher, for example, for poor behaviour. The profile of well-behaved children is raised to establish powerful positive role models for other children and to further acknowledge their good behaviour. This is the main reward for being a prefect. Prefects will also be expected to carry out specific duties as dictated by staff e.g. helping at lunchtime by playing with younger children etc.

Other privileges of attaining prefect status are decided by the Class 3 class teacher(s) who will decide which children have displayed prefect behaviour during the week and those children will be allowed to participate in the privileges. Privileges may include, coming straight into class after playtime, sitting on chairs in assembly or other small privileges as decided by the class teacher(s).

Prefect status can be revoked at the discretion of the headteacher for standards of behaviour that do not merit prefect status.

- Shine Assembly and Shine and Citizenship Awards

Each week, the class teacher will nominate children for a *Shine Award* and *Citizenship Award*. The children are presented with a certificate in the celebration assembly the following Friday (in order for their parents to attend). Parents are notified by text the week before the assembly.

A Shine Award is given for an example of great learning or behaviour for learning e.g. *Child X demonstrated great resilience when completing maths problems around area and perimeter; Child Y collaborated really well when completing a piece of performance poetry with a small group. She listened superbly to the ideas of others, took turns when speaking and was always considerate of other group members etc.*

A Citizenship Award is rewarded for showing thought and consideration for others around school e.g. *demonstrating good manners; playing nicely with a class mate at lunchtime etc.*

The photo of each award winner is displayed in class throughout the week as a celebration.

At the end of each term, children in each class will vote for the child who they think deserves the Citizenship of the Term award. They will also explain why they think this child deserves the accolade. Parents of the recipients will be invited to attend a special assembly.

The class teacher will aim to ensure that all children are rewarded for demonstrating good behaviour and good behaviour for learning at some point during the year.

- House Points.

All children in school are allocated to a specific House (Autumn, Winter, Spring or Summer). House Points are awarded by a class teacher for children who demonstrate good learning and/or exceptional effort in learning. For example, a child may be given a House Point for good homework, for making a special effort with their work or an exceptional piece of class work.

- One House Point should be given at a time, with exceptional effort earning a maximum of two House Points for any piece of learning.
- A chart in each classroom records the number of House Points for individual children over a period of a term. The total house points for each term are shared during a Friday's Shine Award Assembly, and the house colours of the winning house are added to the House Trophy.
- Certificates are given to children for earning 50, 100, 200 etc. House Points in an academic year at a celebration assembly at the end of each half term.
- There is a 'House Treat' at the end of the summer term which will reward the winning house for the academic year. Each other half term there is a smaller treat for the winning house, for example, extra playtime.

Sanctions

The school has agreed standards of behaviour with children and parents because it believes that good and thoughtful behaviour is essential for effective learning. We also seek to prepare children to take their place in society and the wider community. However, children do not always conform to these agreed standards and a system of sanctions is, therefore, required. A record of any significant behaviour or patterns of behaviour which causes concern will be made using the school CPOM system. Parents/carers will be informed of the behaviour and the sanctions imposed as soon as possible.

What sanctions do we use?

- In class 'Behaviour Chart'

Staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. The school believes that all children are inherently fantastic and often will only need to be reminded about their behaviour. The children are given the opportunity to modify their behaviour. The child has a choice and must take responsibility for their actions.

For inappropriate behaviour in class, we use a system of moving their name along a visible 'Behaviour Chart'. All children start on 'Ready to learn'. Children have an opportunity to change their behaviour at the following points.

1. Reminder: a child is given a positive reminder to behave appropriately.
2. Verbal warning. The child's name is put on 'Think About it'.
3. If another warning is issued a child's name is moved to 'Teacher's Choice' and there is a loss of 5 minutes from the next break.

4. If another warning is issued a child's name is moved to 'Parent Contact'. Children will be asked to spend up to 15 minutes in a different place in the classroom. There will be a loss of 15 minutes of break. Further discussion will be held between the class teacher and child at break. Parents will be informed.

After the sanction has taken place or at the start of a new day, there is a 'fresh start' with the child's name being returned to 'Ready to Learn'.

A child will be taken to see the Headteacher if they receive two 'Parent Contact' sanctions in a short space of time. They may be required to work in another classroom. If an initial behaviour is deemed serious enough (e.g. verbal or physical aggression), the child will be removed from class and taken immediately to the Headteacher. Parents will be informed and requested to meet with the Headteacher/Senior Teacher.

If there is no improvement in behaviour, the child may be given a Behaviour Diary or, if appropriate, a Behavioural Support Plan. If this occurs parents/carers will be required to meet with the class teacher/Headteacher.

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not physically, mentally or verbally abuse children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government and Derbyshire Children's Services guidelines on the restraint of children (see Positive Behaviour Management Policy).

- Breaks and Lunchtimes

Children will be reminded frequently about break and lunchtime behaviour expectations.

Inappropriate behaviour at breaks and lunchtimes will be dealt with accordingly:

1. Children will be given a positive reminder on how to behave appropriately.
2. Children are given a verbal warning.
3. A 'Time Out' will be given with the child being closely supervised by a member of staff. If the class teacher is not on duty, information regarding any incidents will be passed onto them.

As in the class, if an initial behaviour is deemed serious enough (e.g. verbal or physical aggression) the child will be removed from the playground and taken immediately to the Headteacher. Parents will be informed and requested to meet with the Headteacher.

Support for pupils who experience difficulties complying with the behaviour policy:

If a pupil is regularly missing playtimes, being sent to another class or removed from class by a member of the senior leadership team, the school will work with a child and parents to address this behaviour and support will be put in place to help the child comply with the behaviour policy.

Similarly, if a pupil is vulnerable to exclusion support must be put in place.

This may include the following:

- Referral to the Multi Agency Team

- Daily discussion with a member of the senior leadership team
- An individual behaviour plan that outlines specific behaviours, actions/interventions, rewards and sanctions
- Support at lunchtime and playtime
- Classroom based support
- Home – school behaviour chart/records

When might exclusion be used?

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

If the unacceptable behaviour continues this may lead to seclusion or a fixed term exclusion or permanent exclusion.

Seclusion

A child can be secluded (works alone in the class or another class) for a predetermined length of time. A child can also be secluded at break and lunchtime also so they are not integrating with other children for a predetermined length of time.

Fixed Term and Permanent Exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed term exclusion.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff
- Verbal abuse of staff, other adults or children
- Repeated use of bad language in school, in the school grounds, on the way to or home from school
- Failure to comply with the consequences of bad behaviour.
- Wilful damage to property
- Repeated bullying
- Violence towards another child or towards an adult

- Repeated fighting
- Theft
- Persistent defiance or disruption in the classroom
- Other serious breaches of school rules

If a child receives an exclusion the Headteacher will request a meeting with the child and parents and decide the conditions for readmission.

If the child then continues to break the school rules and behave in an inappropriate way, an additional exclusion may be given at the discretion of the Headteacher and governors. Permanent exclusion is seen as a last resort.

'A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

It is only used when a child, in spite of structured intervention by the school, continues to exhibit inappropriate and unacceptable behaviour, and has accumulated forty five days of fixed term exclusions in a year, or has exhibited behaviour of such severe magnitude as to warrant removal from school immediately. In the latter case, the police may become involved.

Discipline beyond the school gate

Parents/carers are encouraged to report anti-social behaviour and bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child as soon as possible. This includes any occurrence of cyber bullying.

Behaviour out of school that affects a child within school needs to be dealt with by the school following the school behaviour policy.

Complaints

Any complaints will be dealt with as set out in the School's 'Complaints Policy', a copy of which is available on the school website at www.curbarprimary.co.uk

Monitoring

The head teacher will monitor implementation of this policy and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed every year or sooner as necessary.