

## Behaviour for Learning

### Whole School Plan



#### Mission Statement:

At Kings' Forest it is our intention to provide all children with the opportunity to work and play in a safe secure environment enabling all teachers to teach and all children to learn. The school Behaviour Policy underpins the above statement.

Our school will strive to provide a welcoming, caring environment, whereby all of the school community feels respected and secure. All school staff will work with pupils and their families to ensure that there is clear understanding that behaviour has an impact on learning for all children and that responsibility must be taken for actions. Physical, emotional or verbal abuse will therefore not be tolerated.

The school will establish an effective system of rewards and sanctions which acknowledges the efforts of children to behave and learn well, encourages improvement in behaviour when learning is at risk and will challenge the perceptions of those pupils and parents who give low priority to behaviour for learning.

Where behaviour is linked to a special education need this policy should be read alongside the SEN policy.

#### Aims:

##### To improve behaviour for learning we will:

- Establish a positive school community where learning is valued
- Celebrate positive attitudes
- Promote self esteem, self discipline and positive relationships
- Foster pupils' ability to take responsibility for their actions
- Encourage pupils to make appropriate choices with regard to their behaviour
- Encourage an understanding of the need for shared responsibility for the school and it's community
- Provide a clear structured framework for dealing with inappropriate behaviour.

##### Promoting Positive Behaviour:

- Staff will model positive behaviour towards children and other adults in class and out
- Keep focused on the primary behaviour
- Positive praise, notes home, stickers
- Termly celebrations
- Weekly Golden Time
- Weekly tea party with Headteacher to celebrate great behaviour
- Headteacher will keep a golden book to celebrate great learning

### Daily rewards

- When a child demonstrates good behaviour for learning and/or learning they will be given a house point. They will also be entered into the raffle held each week during celebration assembly.

### Weekly rewards

- Each week a child from each class will be nominated for a Pride of King' Forest Certificate for one of the following reasons:
  - **Valuing** each other – this could be for great listening for example or holding a door
  - **Caring** for each other, the school or our community
  - **Learning** – for excellent effort, attitude or achievement
  - **Sharing** with each other – this could be sharing resources or belongings or knowledge
- These certificates will be presented in celebration assembly to which their parents will be invited

### Termly rewards

- Each term we will hold a special Pride of Kings' Forest award assembly where one child from each class is celebrated for embodying the schools values, for excellent learning, behaviour etc for the whole term. Parents will be invited to the special service to see their child presented with their medal.

### Wrong Choice Sanctions:

Every class will have a display that sets out the best behaviours for learning and the consequences of making the wrong choice. Children will move their names up the escalation ladder as they move through the sanctions. Should a child make the wrong choice the following sanctions will be followed:

- Step one – reminder of the right choice
- Step two – warning
- Step three – Lose five minutes of Golden time\*
- Step four – time out for a fixed period
- Step five - sent to the Headteacher or senior member of staff; recorded in the wrong choice book

Golden time will take place each week on a Friday afternoon, for 25 minutes, following celebration assembly. Children who have lost Golden Time will remain in the hall for their given time with a senior member of staff to consider their behaviour and how their choices have impacted on others; children who reach step 4 three times will have their parents informed.

\*children can only lose 5 minutes per day, and time cannot be earned back.

### Severe/ Extreme behaviour:

#### **Definition of severe/extreme behaviour:**

The following inappropriate behaviour can be classed as 'severe' and would therefore warrant sanctions of a severe nature:

- Racial abuse
- Extreme verbal abuse directed at another
- Physical violence
- Taking themselves off of site

- Repeated verbal or physical abuse (bullying)
- Persistent significant disruption to the learning of others
- Defiance
- Deliberately bringing into school items which could endanger others.

#### **Sanctions for Extreme/Severe Behaviour:**

Incidents of the above behaviour must be dealt with immediately by a senior member of staff. A factual log of information of the incident will be kept by Head teacher on the schools information management system (SIMs) and investigation/discussion with pupil will take place.

- A serious breach of this behaviour for learning policy demonstrating behaviour listed above may require the child to be moved straight to stage 4 of the behaviour exclusion policy and may be subject to a fixed term exclusion.

or

- Parents are informed and invited in to discuss the incident with Head teacher and the child moving on to the behaviour causing concern register at stages 1 – 3 as appropriate.

#### **Use of Reasonable Force**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (Section 93, Education and Inspections Act 2006). **Force will only be used as a last result.**

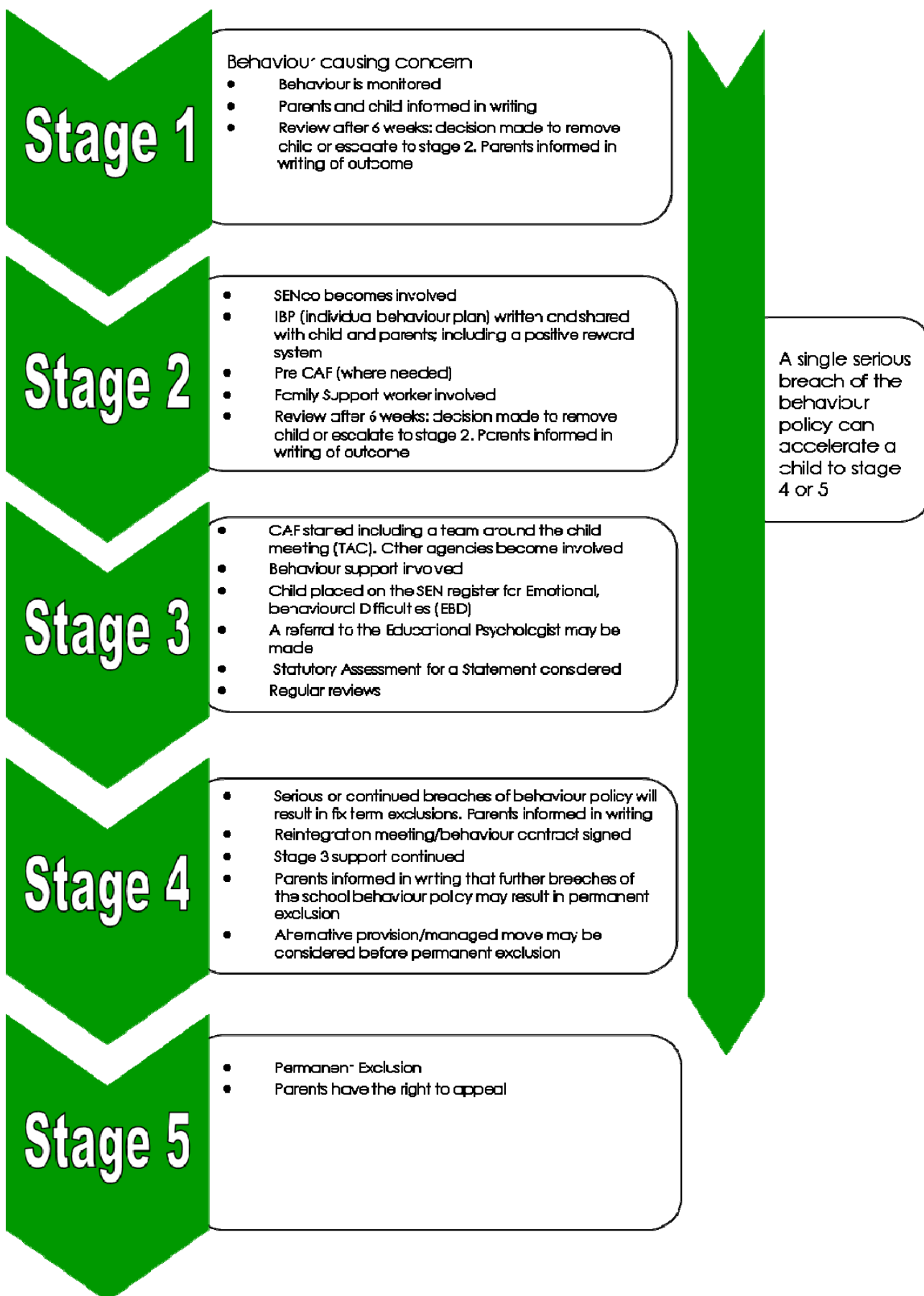
Only staff that are appropriately trained in the use of force will use reasonable force.

#### **School 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;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

## Behaviour Causing Concern

When a child's behaviour is causing concern as it is impacting negatively on their own learning or that of others and they are not responding to the whole school rewards and sanction plan they will be subject to the following procedure. A serious single breach of this policy may result in a child moving straight to stage 4 or 5.



All poor behaviour will be recorded on School Information Management System (SIMS).

## Exclusions

Kings' Forest will use exclusions as a form of punishment for serious or continuous breaches of our behaviour for learning plan. They will only be used as a final option.

Exclusions will only be used on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. Fixed term exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

When establishing the facts in relation to an exclusion decision the head teacher must 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'.

Should any exclusion occur the Headteacher must also, without delay, provide parents with the following information in writing:

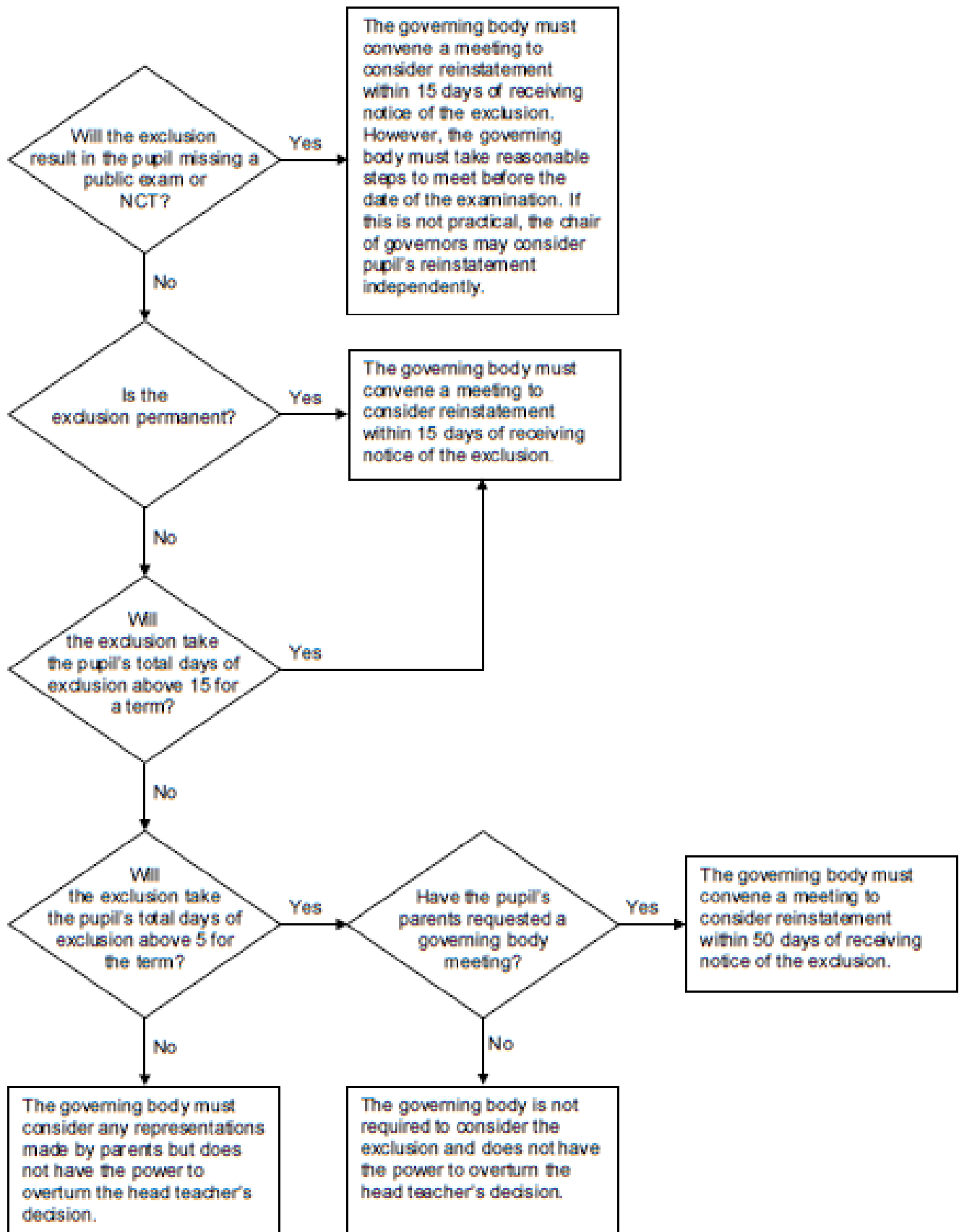
- The reasons for the exclusion;
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- How any representations should be made; 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.
- that for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

Written notification of the information above can be provided by: delivering it directly to the parents; leaving it at their last known address; or by posting it to this address.

### **A decision to exclude a pupil permanently will only be taken:**

- In response to a serious breach, 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 pupil or others in the school.

## Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.