



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

BEHAVIOUR FOR LEARNING POLICY

Prepared by: Ella Gardiner

Created: July 2017

Next review: July 2018



INTRODUCTION AND AIMS

Act Justly, Love Mercy, Walk Humbly with your God

At Eltham Church of England Primary School we believe that positive behaviour within a safe and inclusive environment enables excellent teaching and learning to take place as well as supporting each child to achieve their potential both socially and academically. Eltham Church of England Primary School upholds high standards of behaviour and an expectation that children will respond in a caring and positive way to each other in all situations. Our policy reflects the aims of the school's Mission Statement and is very much an integral part of the school's Christian ethos and daily life. Good behaviour involves self-discipline, respect and tolerance towards others and this should be modelled by all staff. This approach is one that the school would expect to be supported at home by parents and carers.

This policy extends to all members of the school community and aims to:

- ensure positive relationships are built between children, staff and parents
- encourage parents and carers to be involved in the development of their child
- ensure a secure, safe and supportive environment for all members of the school community
- foster the positive values of consideration, tolerance, courtesy and mutual respect for others
- encourage children to take responsibility for their own actions
- promote the development of self-esteem, self-discipline and high standards of behaviour
- provide praise and recognition of good behaviour through positive rewards and give sanctions where behaviour does not meet expectations

The underlying values and principles of this policy are:

- that all members of the school community are aware of and uphold the school responsibilities (See Appendix 1)
- restorative justice is used as an effective way of dealing with conflict and reflection sheets are completed (See Appendix 2)
- physical violence and retaliation are not acceptable
- everyone is treated fairly and equally with respect regardless of gender, race, religion, sexuality and disability
- that positive behaviours are recognised and rewarded appropriately
- all forms of bullying and harassment are unacceptable and will not be tolerated
- that parents feel that they understand the school's systems for managing behaviour and that any behaviour issues are dealt with patiently and positively
- that children should feel safe from any form of bullying and should be confident to talk to staff if they feel they are at risk
- that staff should feel empowered to manage pupil's behaviour effectively
- that staff should feel confident in seeking advice and support from senior leaders

Staff have the responsibility to:

- act as a role model; promoting positive behaviour in order to show what our school responsibilities and values 'look like'
- promote the school's responsibilities in the classroom, playground and shared areas
- take into account the varying needs of children when managing behaviour including special educational or medical needs
- use the restorative approach to resolve conflict between children
- use praise and sanctions consistently and fairly

- ensure the curriculum is relevant, engaging and well delivered in order to motivate children
- develop good relationships with parents and carers and communicate effectively by ensuring that they are aware of any incidences of unacceptable behaviour either by contacting them in person, by phone call or by sending an email (See Appendix 3)
- record any incidents of Level 3 behaviour using the class incident book (see Appendix 4)
- report any homophobic or racist incidents to the Head of School or Executive Head Teacher

Pupils have the responsibility to:

- be aware of and follow the school responsibilities in each area
- engage with staff and their peers in resolving conflict through the restorative approach
- treat their fellow pupils and staff with respect regardless of gender, race, religion, sexuality or disability
- to be polite and demonstrate good manners
- develop an understanding that sanctions are in place in order to help them to distinguish right from wrong and will be implemented in conjunction with the class teacher and or a member of senior leadership

Parents have the responsibility to:

- co-operate with and support the schools management of pupil's behaviour through the school responsibilities as set out in the home school agreement
- build a supportive dialogue between home and school communicating with the child's class teacher if they feel there are any issues they would like to discuss
- engage with their child's class teacher and or the senior leadership team in order to work together to resolve any behaviour issues
- ensure their child has good attendance and is punctual

Use of rewards: *To raise pupil self-esteem, reward good behaviour and recognise individual achievements*

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves. We believe that good behaviour needs to be noticed, recognised and rewarded.

Each Key Stage will follow a system of rewards and sanctions appropriate to the age and needs of the children. The school community also follows a house system.

House System

House points will be awarded to children for good manners, following the school responsibilities, modelling the school values and effort in class work. A maximum of 5 points can be awarded for each incidence of good behaviour or effort. House Captains (Y6) and Vice Captains (Y5) will be selected by staff and peers; these are children who consistently show excellent behaviour for learning and model the school's values.

EYFS

- Bonus points; the child with the most bonus points in each class will receive a certificate in Golden Assembly

- Time Outs; if a child has not followed the school responsibilities after a warning has been given a time out will be applied and they will sit out from self-selecting their activity for 5 minutes

Key Stage 1

In Key Stage 1 'The Good to be Green Scheme' will be followed

- Each child will start the day with a green card
- Children should aim to keep their green card the whole day
- If a child is warned that they have not followed one of our responsibilities, they will receive an orange warning card as a reminder to reflect on their behaviour
- If a second warning is given, the child will receive a time out card and will have 10 minutes taken off of their 'reward time' at the end of the week
- Children who remain on green all week will receive their full reward time
- Children who remain on green for a whole half term will receive a certificate and special badge

Lower Key Stage 2

- Children will earn 5 minutes of enrichment time per day for following the school responsibilities
- At an agreed time, children who have earned their enrichment time will take part in an activity supervised by the class teacher

Upper Key Stage 2

- UKS2 will take part in an 'Ambassadors Scheme.'
- Children who consistently model excellent behaviour for learning, display our school values and follow the school responsibilities will be selected to become ambassadors
- Ambassadors will have increased responsibilities in the school community demonstrating the ethos and core values of the school
- Children who consistently complete their homework and reading journal each week will receive a reward at the end of the half term

Golden Book

A child from each class will be nominated weekly for the 'Golden Book.' Children should be nominated for putting particular effort into a piece of work. The child's name and achievement will be read out during Golden Book Assembly and they will receive a special wrist band. At the end of each half term, the children who have been in the golden book will receive a certificate in a special assembly attended by their parents or carers.

What happens when a child does not follow school expectations?

Level 1 <i>(Including distracting and irritating behaviour that affects learning)</i> Examples of Behaviour: Calling out during a lesson Fiddling whilst the teacher is talking Off-task when should be working Leaving seat and wandering	Tactical ignoring and dealing with the issue at a convenient time Eye contact to show disapproval Giving a quiet simple direction – draw attention to good sitting, listening Verbal reminder of the relevant rule or responsibility Work away / sit away from other pupils
Level 2 <i>(Including repeated behaviours that affect learning)</i> Examples of Behaviour: Persistent L1 behaviour Calling out during a lesson after being informed that it was not appropriate behaviour Continuing to be off-task after a reminder	Giving a positive reminder of desired behaviour Giving a verbal reprimand Use of a localised sanction e.g. warning card

Continuing to talk after being asked to work quietly Interfering with someone else's property Rough play without physical hurt	
Level 3	
<i>(Including unacceptable defiant behaviour or refusing to comply with a teacher's request)</i> Examples of Behaviour: Persistent L2 behaviour Making an unacceptable remark about another person Damaging someone else's property Defacing class property Rough play resulting in physical hurt Ignoring a staff member's specific request(s) Not being honest when recounting an incident (victim or perpetrator)	Separation to Year Group Partner with work Record in class incident book Inform parents or carers (class teacher's discretion) Use of a localised sanction e.g. time out, red card, loss of enrichment time Loss of play time Giving the child the opportunity to retract something that has been said Apologising to the other child
Level 4	
<i>(Including persistent unacceptable behaviour or refusing to comply with a teacher's request)</i> Examples of Behaviour: Persistent L3 behaviour Persistent rough play could have resulted in physical hurt Ignores a staff member's request following an incident Verbally aggressive towards other pupils or staff Consistently Ignoring an adult's specific request or requests Vandalism against property Deliberate use of inappropriate/bad language	Separation from classroom to Phase Leader with work Record in class incident book Inform parents or carers verbally or by phone or, in exceptional circumstances where a parent cannot be reached any other way by email Request to meet with child's parent or carer with the Phase Leader if appropriate for persistent L4 Completing a reflection sheet if appropriate Loss of play time Introduction of a behaviour chart with targets monitored by the Phase Leader for persistent L4 (Appendix 5)
Level 5	
<i>(Including inappropriate response to, or repeated referral for, bullying, inappropriate discriminatory comment, dangerous behaviour including fighting)</i> Examples of Behaviour: Persistent L4 behaviour Verbal aggression towards other pupils or staff after a warning Repeated defiance when given specific requests from a member of staff Disobeys an instruction which could lead to injury Deliberately inflicting physical hurt Physical or verbal bullying	Refer behaviour to the lead teacher for behaviour (Sharon Hayes), Assistant Head or Head of School Removal from the class by a member of the senior management team and working away from the class under the supervision of an Assistant Head or Head of School Request to meet with child's parents or carers in presence of an Assistant Head or Head of School Completing a reflection sheet if appropriate Behaviour chart monitored by an Assistant Head or Head of School with possible involvement from the Inclusion Team if appropriate Permanent removal to another class Record in class incident book
Level 6	
<i>(Including serious actual or threatened violence, persistent repetition of L4 and L5 behaviour above)</i> Examples of Behaviour: Constant non-compliant and disruptive behaviour which adversely affects others Being very physically aggressive with other pupils An unprovoked physical attack on another pupil Acts of physical and/or verbal aggression towards adults Complete lack of self - control Dangerous to self and others and pose a H & S risk	Overseen by the Head of School or Executive Head Teacher Referral to Behaviour Support Services such as Waterside Putting in place a Pastoral Support Plan in conjunction with the Head of School with possible involvement from the Inclusion Team and school counsellor if appropriate Fixed term exclusion for incidents which in the Head of School or Executive Head Teacher's opinion are of a serious nature Permanent exclusion for persistent unacceptable behaviour Permanent exclusion for behaviour that puts the health and safety of other pupils and staff at risk

Exclusions

At Eltham Church of England School permanent exclusions will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

The school has a Behaviour for Learning Policy and an Anti-Bullying Policy and staff training in place to promote good behaviour and prevent poor and unacceptable behaviour. We apply our Behaviour for Learning Policy and Anti-Bullying Policy in a consistent, rigorous and non-discriminatory way and seek to ensure that in all areas of application we satisfy the legal requirements under race, disability and gender discrimination law.

Removing Pupils from a School Site

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where:

- there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.
- a pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Executive Headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- for medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances the Executive Headteacher or Head of School may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.

These are the **only** circumstances in which pupils may be required to leave the school site. Where a condition of attendance is that pupils should be screened for possession of offensive weapons and a pupil refuses to undergo such screening, that pupil can be refused entry to the school. This is not an exclusion, but an unauthorised absence

The Decision to Exclude

Only the Executive Headteacher can exclude a pupil.

A decision to exclude a pupil permanently is taken only:

- in response to serious breaches of the school's Behaviour for Learning Policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school recognises that a decision to exclude a child permanently is a serious one and will only be taken where the facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried, without success, to modify behaviour.

There will, however, be exceptional circumstances where, in the Executive Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault

- supplying an illegal drug
- carrying an offensive weapon (following DfE advice on what constitutes an offensive weapon)

Schools will consider whether or not to inform the police and/or social care where a criminal offence may have taken place.

A decision to exclude a pupil for a fixed period is taken:

- on a balance of probabilities
- only in response to breaches of the school's Behaviour for Learning Policy, that are not serious enough to warrant permanent exclusion and lesser sanctions as set out in the Behaviour and Discipline Policy are not considered appropriate.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusion of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

Pupil's Opportunity to Participate in Exclusion Procedures

The pupil's participation in decisions related to their exclusion is not set out in primary legislation or regulations. Nevertheless the child or young person will be invited and encouraged to state their case at all stages of the exclusion process, where appropriate, taking account of their age and understanding.

Factors to Consider Before Making a Decision to Exclude

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Executive Headteacher will:

- ensure that a thorough investigation has been carried out
- consider all the evidence available to support the allegation, taking account of the school's policies, including the Behaviour for Learning Policy, the Anti-Bullying Policy and the Equal Opportunities Policy and any other related legislation
- allow and encourage the pupil to give their version of events
- check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment
- keep a written record of the action's taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements will be dated and signed, wherever possible.

Length of Fixed Period Exclusions

Regulations allow the Executive Headteacher to exclude a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school or pupil referral unit (PRU) in the same school year will count towards the total.

If a pupil transfers to a new school during an academic year, his/her record of the fixed period exclusions which have been served so far during the current academic year will be transferred promptly to the new school.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger governor committee meetings so that parents can make

representations. Lunchtime exclusions are not be counted towards the school's duty to provide fulltime education from day six of a fixed period exclusion. Lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful.

Reintegration

The Executive Headteacher will arrange a reintegration interview with parents during or following the expiry of any fixed period exclusion. The pupil should normally attend all or part of the interview. The interview will be conducted by the Executive Headteacher.

At playtime

We all have the responsibility to:

Keep our hands and feet to ourselves.

Make rules for games clear at the start.

**Act generously toward each other,
choosing not to tease, swear or exclude.**

**Treat with respect the equipment we
use and the adults who help us.**



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

At dinner times

We all have the responsibility :

Be calm and friendly.

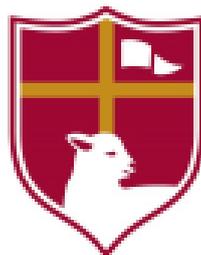
Use our indoor voices, include others and be polite

Be sensible.

Walk with our food, clean up after ourselves and
never waste food

Eat a balanced meal.

Let our food digest properly and always take a drink



ELTHAM

CHURCH OF ENGLAND
PRIMARY SCHOOL

SINCE 1814

The classroom

We all have the responsibility to:

Be the best you can be.

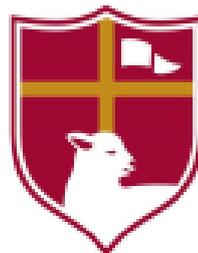
Take a positive attitude, show determination and learn from mistakes.

Be in control and safe.

Keep hands to ourselves, treat equipment and other learners with respect and consider the impact of behaviour.

Be kind.

Use polite language, listen to each other and work cooperatively.



ELTHAM

CHURCH OF ENGLAND
PRIMARY SCHOOL

SINCE 1814

Shared areas

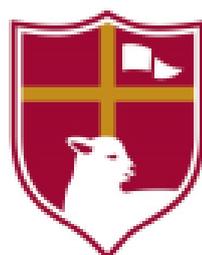
We all have the responsibility to:

Vacate shared areas quickly.

Use indoor voices and walk in the school buildings.

Pick up anything on the floor.

Always flush the toilet and wash our hands.



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

Appendix 2

Restorative Approach Reflection Sheet (Available on TDrive in Behaviour Folder)

 ELTHAM CHURCH OF ENGLAND PRIMARY SCHOOL 1900-1910	ELTHAM CHURCH OF ENGLAND PRIMARY SCHOOL RESTORATIVE APPROACHES REFLECTION SHEET
What happened?	
What were you thinking at that time?	
Who else has been affected by the incident?	
What are you thinking now?	
What needs to happen next to make things right? 	

Appendix 3

Behaviour Report Email Template
To be sent through SAO1 email

Dear Parents or Carers of

This is to inform you that today your child received a Year Group/ Phase Leader Separation and a local sanction as their behaviour did not meet our school expectations as set out in the school responsibilities.

Please contact your child's class teacher should you wish to discuss thus further.

Best regards,

This account is not monitored for incoming mail. Please speak directly to your child's class teacher or telephone the office if you wish to discuss further.

Appendix 4

Sample page of 'Behaviour Incident Book'

Date	Level of behaviour	Nature of Incident	Action Taken
30.06.17	L3	X was playing bat and ball with the equipment at morning break, when he became frustrated at losing the game he repeatedly hit the bat against the floor.	X was encouraged to reflect on their actions and how they could have broken or damaged the bat. They received a time out card.
03.07.17	L3	Y was repeatedly distracted during independent work and calling out.	Y was separated to year group partner and encouraged to reflect on the impact they are having on the learning of their classmates.
05.07.17	L4	Y was distracted and off task during independent writing talking loudly and behaving in a silly manner, this follows repeated L3 behaviour this week (see above). Despite being given repeated verbal reminders to stop distracting the others on their table and work quietly, they continued to refuse to comply with instructions.	Y was separated to the Phase Leader and spoken to about the continued impact their behaviour is having on their learning as well as their class mates. Talked through the classroom responsibilities. Contacted parents.

Appendix 5

Behaviour Chart

X's Behaviour Chart					
Targets:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading					
Maths					
Break Time					
Literacy					
Lunchtime					
Phonics					
Science/RE/Topic					
Afternoon Play					
Teacher comments:					
Parent signature					

 **1** **2** **3** **4** **5**  |