



# **EXPECTED BEHAVIOURS FOR LEARNING POLICY**

**This policy has been adopted  
by the Governing Body**

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## **Rationale**

The Education Reform Act 1988 defines the purpose of the school curriculum as promoting:-

'The spiritual, moral, cultural, mental and physical development of pupils and preparing them for the opportunities, responsibilities and experiences of adult life'.

## **The Education Reform Act 1999**

A school requires accepted codes of conduct and rules of procedure upon which to run at a practical level, but there is a need to promote responsible behaviour and self-discipline and an understanding of how one's behaviour affects others and the community in which they function should that be the family, class, school or neighbourhood.

*The school's ethos must:*

- recognise that good relationships are a fundamental pre-requisite of safe behaviours.
- aim to develop an acceptance and recognition of responsibility for the children's actions.
- see safe behaviours including on-line safety as an essential condition for effective teaching and learning and is a criteria upon which the school will be judged.

*Good relationships within school are characterised by:-*

- mutual respect.
- a willingness to listen, understand and respond.
- pupils recognising the value of others and themselves.
- positive expectations
- encouraging thoughtfulness and sensitivity for others.

The school, in meeting these goals, will work closely with parents, governors, the local community and the support agencies of the local authority

## **Aims**

Our school is committed to providing:

- A supportive learning environment where everyone can feel safe, happy, and valued as part of the Pearl Hyde Community School family.
- A very high standard of behaviour across the school community where each individual is treated with the utmost care and worthy of respect.
- Optimal achievement where academic success and inclusive attitudes are celebrated.

"All children need and deserve to be safe, treated with dignity and given space within which they can flourish. Chaotic, messy classrooms benefit no-one and penalise the disadvantaged disproportionately."

John D'abbro New Rush Hall

## GUIDANCE

This policy should be read in conjunction with the DFE guidance: Behaviour and Discipline in Schools issued in February 2014 which can be found at:

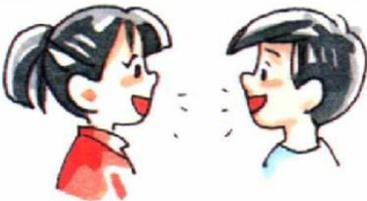
<http://www.nationalarchives.gov.uk/doc/open-government-licence> the school follows the principles and recommendations set out in this guidance.

To be effective in living out the Vision and Values of the school EXPECTED BEHAVIOURS FOR LEARNING are embedded throughout school. Members of the school community were pivotal in its implementation.

## Purpose:

- High expectations of behaviour and routines are taught consistently to the children and revisited.
- All children make positive choices about their behaviour and influence outcomes.
- All adults within school take a consistent approach to promote safe behaviour and effective behaviour management skills.

Expectations of behaviour are conveyed through consistent and regular dialogue using the 'Expected Behaviours for Learning' posters displayed around the school. Teachers regularly use the resource as a reference point to teach expected behaviour and refer to it in their daily teaching. Each classroom has a designated space for a display linked to the policy.

<p><b><u>Caring</u></b></p> <p>We care for each other, our things and the world around us.</p> 	 <p><b><u>Our expected behaviours for learning</u></b></p>	<p><b><u>Being responsible</u></b></p> <p>We do our best to make the right choices.</p> 
 <p><b><u>Learning</u></b></p> <p>We always try to do our best.</p>	 <p><b><u>Communication</u></b></p> <p>We listen and talk to each other politely.</p>	 <p><b><u>Being safe</u></b></p> <p>We think before we act.</p>



This list is not exhaustive.

Behaviour must be taught not told and over taught constantly by revisiting. Behaviour must be explained and clarified at all points of entry to school.

Children (and adults) need to be taught explicitly what to do and how to do it and this needs to be repeated over and over again if it is not good enough. If this doesn't happen, other norms will replace what is expected.

E.g. this is how we line up; setting the tone in every lesson; show me what is expected behaviour; that is not what we do here/in this school/in this room etc.

### **Rewards and Sanctions**

Sanctions and rewards are an essential part of school life but are only part of the jig-saw, they must be consistent, sincere, targeted and proportionate.

### **Rewards**

There are a wide range of rewards to pick from at Pearl Hyde for those children who are demonstrating expected behaviour for learning;

- Constant feedback about behaviour
- Encouragement
- Clarifying
- Supporting
- Positive praise
- Verbal and written feedback
- Positive contact with parent/carers
- Golden Time
- Showing work to another teacher or member of SLT
- Sitting on a top table at lunch time with teachers
- Star of the Week
- Learner of the Week
- A smile!
- Times table badges
- Representing the school on events, trips, visits.
- Stamps/stickers

Please note this list is not exclusive or limited.

## **Sanctions**

If a student does not demonstrate expected behaviours for learning, the use of positive praise for those who are will be used. If the behaviour still does not return to 'expected' a system of 'strikes' will be recorded on the board by the students name. These can be earned back throughout the week. Any strikes remaining at the end of the week will be the total minutes lost during Golden time. The aim is for all children to return to expected behaviour and enjoy Golden Time.

There are a wide range of sanctions in addition to this which can be used;

- Thinking time
- Going to a partner class
- 'Pit Stop' on the playground
- Losing part or all of a break
- Losing part of all of lunchtime
- Taking privileges away
- Parent / carer conversation
- Working at a separate table to peers in the classroom
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

**Help Card** – if any situation becomes unsafe or unmanageable a child is sent to a member of SLT with the RED HELP CARD from their base.

## **4. Senior Leadership Team involvement**

Incidents are recorded on the child's profile on the CPOMS system. If necessary, depending on the severity of the incident, the Senior Leadership Team may need to be involved to assess and decide on an appropriate consequence. This may include contacting parents /carers. A home school contract to support learning may need to be drawn up in consultation with child, parent/carer and class teacher. (Appendix 3)

Depending on the nature of the behaviour and the duration of the same types of behaviour being exhibited the decision may be an internal exclusion for a time decided by the Headteacher in consultation with class teachers.

There are some behaviours considered to be so serious that exclusion from school may be the only course of action. This occurs in very rare situations.

## **5. Team Teach**

Pearl Hyde teaching staff and teaching support staff, including the headteacher and assistant head teachers, are qualified to use 'Team Teach' in those situations which can arise when a child is putting themselves or others at risk. This is a nationally recognised qualification in the reduction of risk, restraint and restriction. It is the last resort in our school when all other avenues have been tried to calm a situation and not undertaken lightly.

## **Playtime and Lunch time**

Our systems are underpinned with the message of 'safe play safe behaviours'.

Lunchtime session operates a 'zoned' playground space which is transferred to the field when

the weather permits. These zones have been organised to provide 'safe play' areas for the children; each zone is marked with a sign. In addition to the activity zones there are also 'bumps and bruises' first aid point and a 'Pit Stop' point for thinking time. Thinking time can be used by the children themselves if they need to have a chat with someone or used when directed by an adult if any child is engaging in unsafe play.

At each morning break for KS1 and KS2 and afternoon break for KS1 the 'Bumps and Bruises' and 'Pit Stop' points are operated.

### **Roles and Responsibilities**

At Pearl Hyde Primary School, we believe that all staff, parents and carers share responsibility for managing and promoting **expected behaviours for learning**. In this way, children realise that the way they behave is of importance to everyone.

#### **All children are expected to:**

- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space.
- Work hard and to the best of their ability at all times.
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand.
- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers, teachers, teaching assistants, lunchtime supervisors and all other adults who work in our school from time to time.
- Work sensibly with other children in the classroom; talk quietly and do not interrupt.
- Behave sensibly and in an orderly fashion when moving around the school; look after personal belongings; take good care of the school environment; tidy away equipment.
- Take responsibility for their actions and the potential for resulting consequences.
- Take responsibility for keeping themselves safe on-line and always inform an adult if they have any concerns for themselves or others regarding online activity.
- Know how they are expected to behave and understand the consequences of their behaviour and attitude to learning.

#### **All staff are expected to:**

- **Use the agreed hand signal** to indicate the children are to stop what they are doing. The children also raise their hands. Only when all children are mirroring the hand signal can the adult lower theirs and give the instruction. The adult **must not speak** with the hand raised.
- Undertake duties in a professional manner; provide support and encouragement to each other in accordance with the policies and procedures of the school.
- Make explicit in a constructive and positive way the behaviour expected of children; use a language of choice and consequence. Weave into the dialogue the phrase 'behaviour/s for learning'.
- Use language about making the right choice when dealing with less than expected behaviour.
- Be firm without being confrontational; handle situations with a degree of warmth, concern and sincerity.

- Provide praise and encouragement for learners; offer challenge and highlight their achievements.
- Work closely with parents/carers in a discreet and pro-active manner.
- All staff present good role-models of behaviour and manage behaviour in a fair and consistent manner.
- Class teachers endeavour to ensure their children behave well at all times through explicit teaching of expected behaviours for learning at all times, in line with this policy.
- Staff record significant incidents of behaviour / racist incidents / cyber bullying and any other behaviours deemed to be a concern on the CPOMS system which is monitored and reviewed by the Head Teacher daily.
- Higher Level Learning Facilitators, Learning Facilitators, Midday Supervisors and any other adult member of the school community, support the teaching staff in the above.
- The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

### **Parents and Carers are expected to:**

- Parents and carers play a vital role in promoting good behaviour and attitudes to learning in school and so effective home/school liaison is very important. Parents and carers will uphold the all policies and Home-School agreements in partnership with the school. (see appendix 1 and 3)
- We expect parents and carers to behave in a reasonable and civil manner towards all members of the school community. Incidents of verbal or physical aggression towards staff, parents/carers or children by parents/carers of children in the school will be reported to the Headteacher, who will take appropriate action. Consequences of this may include receiving a ban from the school site.
- We expect parents and carers to support the actions of the school when consequences are imposed. If they have any questions regarding behaviour, they should initially contact the class teacher.
- Parent/carers will communicate with school directly as outlined in line with school policies regarding any complaints or issues. In the first instance communication will be with the class teacher.

### **Governors are expected to:**

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing the effectiveness of the policy.
- The Governors will support the Headteacher through monitoring and supporting the policy and evaluating its impact.

### **Supporting Children with Additional Needs**

Whilst this policy is implemented throughout the whole school, for some of our pupils this behaviour system may not be appropriate, or may need adapting.

For those children for whom this is the case, parents/carers will be contacted and adjustments to the system or an individual system for that child will be put into place e.g. behaviour chart, home school link diary for these children, the provision they receive will be outlined on the School Provision Map.

Should additional advice be required to support a child with their behaviour in school, outside agencies such as LAWSS (Learning and Well-being Support Service), E.P. (Educational

Psychologist) or CIASS (Communication and Interaction (including Autism) Support Service) may be contacted. In these cases, parents will always be consulted prior to this taking place.

### **Bullying and Racist incidents**

Incidences of racism bullying will not be tolerated and will be dealt with very seriously in accordance with the school's Anti-Bullying Policy. All incidences of bullying and racism are recorded on the CPOMS system. School is required to report any racist incidences to the Local Authority.

#### ***Exclusion***

*The most serious measure for dealing with such incidents is exclusion. Under Sections 23-28 of the Education (No. 2) Act 1986 procedures are set out in the Articles of Governance. In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents/carers may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Headteacher or in his/her absence a designated representative, usually the Deputy Headteacher.*

*If a child is excluded for a period of less than 5 days school will provide work – it is the parent / carers responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the LA will contact parents/carers with details of the Day 6 provision.*

### **Behaviour beyond the school gate**

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing, wearing school uniform to and from school or during social activities away from school e.g. at the weekend. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Pearl Hyde Primary School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school.

### **Monitoring and Review**

The success of the school's Behaviour for Learning Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Headteacher).
- Analysis of tracking data for individual children and for cohorts (class and individual logs).
- Pupil Progress Meetings.
- Analysis of exclusions data.
- The School Development Plan (SDP), which is used for planning and monitoring provision within the School.
- Feedback from children, parents and staff and Governing Body, both informal and formal (including meetings and surveys).

**Who was consulted?**

Governors, staff, children and parents/carers were consulted during the development of this policy.



**HOME-SCHOOL AGREEMENT**

**Home-School Agreement of Partnership for:** ..... (name of pupil)

The staff and governors warmly welcome you and your child into our school’s community. We believe in a strong partnership between the school and the parents or carers, in the best interests of pupils, and are in fact legally required to ask you to enter into an Agreement of Partnership.

Parents or carers, like the school, have duties towards the children. We set out these duties below as pledges, and include pledges for your child as well:

**Pledges for the Parent(s) or Carer(s):**

***I/we promise that, having chosen Pearl Hyde Community Primary School for ....., I/we will accept the school’s overall aims and objectives, and positively support school policies, Governing Body, Headteacher and class teachers.***

I/we will endeavor to:

- ensure regular attendance and punctuality, and provide explanations for absence
- support high standards of work and behaviour
- ensure that the school has up-to-date information for emergency contact
- keep the school informed on end-of-day child collection arrangements
- support all school policies and help my child to understand them
- inform the class teacher / school of any problems which might affect my/our child’s work or behaviour
- attend parent-teacher consultations about my/our child’s attainment and progress
- encourage my/our child in homework and other opportunities for home learning
- support school community events
- support all school policies
- use policy procedures to address any grievances directly with the school which may arise

## Pledges for the School:

*We will do our best to make you feel welcome and needed at school, and to give you every opportunity to be involved in our teaching and learning programmes. We will give you regular information about your child's progress in acquiring knowledge and skills, and we will give you early notice of any concerns we may have about learning, behaviour or relationships. We will seek in every way to give your child an excellent education, both academic and social.*

The School will endeavour to:

- set high standards, and provide a quality education for your child
- encourage your child to achieve his or her potential in all aspects of school life
- care for your child as a valued member of the school community, irrespective of gender, race or religion.
- maintain a code of conduct which fosters a caring, secure and disciplined environment
- provide a broad and balanced curriculum, matched to the needs of all
- keep parents and carers informed about any changes in the policies of the school, and about general school matters
- extend quality care to everyone connected with the school.
- deal promptly and sensitively with any grievances which may be raised

## Pledges for the Pupil:

***In order for this agreement of partnership between my parent(s)/carer(s) and my school to be successful, I must:***

- attend school regularly, on time and ready to learn and take part in school activities
- co-operate with the staff and accept the school's authority and rules of conduct
- work to the best of my ability, and allow others to do the same
- strive to make my parent(s)/carer(s) and the school proud of me
- consider and respect the feelings and property of other people in school and in the wider community
- care for the grounds, buildings, furniture, equipment and books provided at school
- follow all policies in and outside of school as representatives of Pearl Hyde Community Primary School

## JOINT DECLARATION

By working together we aim to enable (*name of child*) to enjoy a positive and fulfilling experience at school, thereby helping all the children at (*name of school*) to achieve their full potential.

(signed) \_\_\_\_\_ (Parent/Carer) \_\_\_\_/\_\_\_\_/\_\_\_\_ (Date)

(signed) \_\_\_\_\_ (Child) \_\_\_\_/\_\_\_\_/\_\_\_\_ (Date)

(signed) \_\_\_\_\_ (Headteacher) \_\_\_\_/\_\_\_\_/\_\_\_\_ (Date)



## Strategies to support children who demonstrate the need to have 'thinking time' or 'chunked' learning time

Break out spaces, Pearl Space, set up in each phase or within your classroom for those children requiring 'time out'.

Below are some strategies which can help facilitate this specific intervention; they can be an effective tool for children to self-monitor their behaviour and learning time.

- ❖ Class teachers will need to 'teach' children how to use the Pearl Space if it is felt they are presenting as a one who appears to need to leave a lesson, or have 'coming down' time. Clear structures and rule systems must be in place and fully explained on regular occasions with the child. Parents should also be informed as some of the strategies could be adapted at home.
- ❖ To access the Pearl Space the child must give the class teacher or adult in the room a Pearl Card. Master copies are in the Inclusion Referral forms folder in the staff room.
- ❖ The class teacher may also decide to use a Pearl Card if a child appears to need time out.
- ❖ The child has maximum of 3 cards for a morning and 3 cards for an afternoon. Once the 3 cards for a morning or afternoon session have been used up they may not access the Pearl Space. This must be made clear to the pupil. Research has shown that there has been good success using this strategy. Children who have used systems like this have developed self-moderation of behaviours and not over used the cards.
- ❖ The Pearl Spaces should have a timer and an age appropriate set of activities if needed to help them in this process. The time out is defined by the age of the child 1 minute per year e.g. age 5 = 5 minutes. The children will need to be taught to come back to class once the timer has run out. Using a timer helps the pupil to use time effectively.
- ❖ On return to the class they continue with their work, there should be no need to discuss the reasons why they used the card but be praised for using the Pearl Space. It may be that a discussion is had at the end of the lesson to remind the child about expected behaviours. This is at the discretion of the teacher; the aim of the strategy is to get the child back on track with learning as quickly as possible with the minimum amount of distraction for the rest of the class.
- ❖ No children are allowed to 'opt out' of lessons without using a 'Pearl Card'.
- ❖ Finally should you need support from another adult due to difficulties with a child please use the 'HELP' card.



