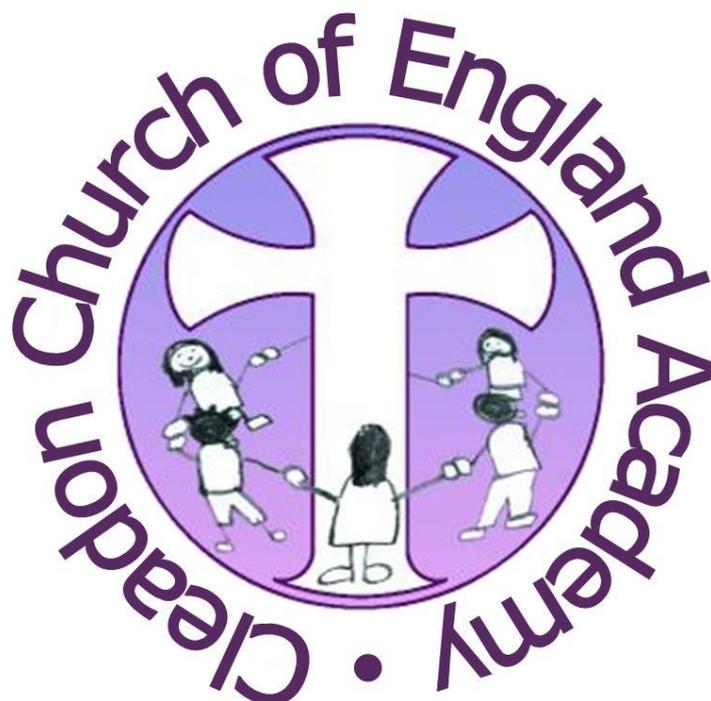


Cleadon Church of England Academy

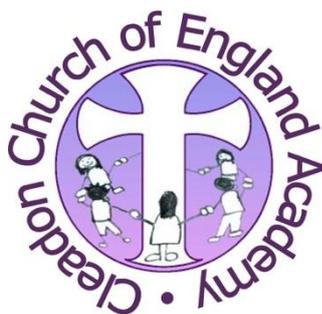


Behaviour for Learning Policy

Policy Adopted by Governing Body: Autumn 2017

Approved:

Date of Next Review: Autumn 2020



Believe

Inspire

Excel

Mission Statement

Guided by our caring Christian ethos, we all work together to equip everyone with the skills, attitude, creativity and motivation to become happy successful lifelong learners and respectful global citizens.

Values	
We will bring our Christian ethos to life by:	
Striving for excellence	<ul style="list-style-type: none"> • Setting high expectations, • Showing pride, passion and self-belief, • Encouraging forward thinking and embracing challenge, • Promoting continuous learning, • Recruiting the right people, • Facilitating continuous improvement, • Providing the widest range of opportunities to excel.
Achieving together	<ul style="list-style-type: none"> • Learning and working together harmoniously, within a supportive environment, • Ensuring everyone is valued, • Enabling everyone to have a voice, • Promoting shared understanding and ownership, through collaboration, • Sharing good practice, and celebrating success, • Challenging ourselves and others, • Supporting the communities in which we live and work.
Showing respect	<ul style="list-style-type: none"> • Promoting the wellbeing of all members, • Recognizing everybody's contribution, • Demonstrating courtesy and fairness to all, • Embracing diversity and practicing tolerance, • Celebrating the individual.
Inspiring success	<ul style="list-style-type: none"> • Nurturing achievement and celebrating success, • Embracing inspiration and innovation, • Encouraging self-motivation, • Providing inspirational, creative teaching and challenge, • Providing positive role models, • Delivering a broad and exciting curriculum that engages and enthuses all learners.
Acting with integrity	<ul style="list-style-type: none"> • Maintaining professionalism at all times, • Valuing honesty, trust and accepting accountability, • Establishing transparent and effective communication, • Listening and acting upon feedback, • Ensuring collective care and responsibility.
This will be delivered within a caring, happy, safe and secure environment.	

Statement of intent

We believe that in order to achieve the aspirations of Cleadon Church of England Academy, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Cleadon Church of England Academy's Behaviour for Learning Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals.

1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

The Education Act 2011

The Equality Act 2010

The Education and Inspections Act 2006

The Health Act 2006

The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

DfE 'Behaviour and discipline in schools' 2016

This policy should be used in conjunction with the following school policies:

PHSCE Policy

Managed Moves document

Safe Restraint Policy

Anti-bullying Policy

Equality and Diversity Policy

Uniform policy

Home-School Agreement

Health and Safety

Safeguarding

E-Safety

Definition

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

Their relationship with themselves, e.g. their self-confidence as a learner

Their relationship with others, e.g. how they socially interact

Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment in **Cleadon Church of England Academy**, these relationships must be developed and supported.

Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

2. Roles and responsibilities

Staff members will:

Implement the school's **Behaviour for Learning Policy** at all times.

Maintain a positive and well-managed learning environment.

Support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.

Be positive ambassadors of the school at all times, through their professional behaviour and conduct.

Use the school's reward system and hierarchy of sanctions to promote good behaviour; applying the rules and consequences outlined in this policy clearly and consistently.

Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.

Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.

Monitor the attitude, effort and quality of the pupils' work.

Record all behavioural events, both positive and negative, on the Academy's **agreed pro-forma**, by following the correct reporting procedure. Ensuring that all records are kept up-to-date, such as the behaviour book, bullying and racist incident logs.

Liaise with other members of staff and the senior management team (SMT) in order to implement effective behaviour management and raise any concerns regarding pupils' behaviour with the relevant key stage leader.

Inform the SMT of relevant behaviour data and trends and immediately contact the Principal and the rest of the SMT when there has been a serious breach of the school's code of conduct.

Work in partnership with parents/carers regarding their child's behaviour.

Through the SMT, make referrals to external agencies where necessary, e.g. the behaviour support service.

Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

Act in accordance with the DFE's exclusion guidance (September 2017) when dealing with more serious breaches of school conduct.

Pupils will:

Abide by the Home-School Agreement/ Golden Rules and the school's Behaviour for Learning Policy at all times.

Act as positive ambassadors and representatives of Cleadon Church of England Academy through their exemplary behaviour.

Be polite and respectful of others in the surrounding community.

Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.

Cooperate with other pupils and members of staff in order to create a positive learning environment.

Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.

Correctly present themselves in Cleadon Church of England Academy's uniform, in accordance with the school's uniform policy.

Respect and value the environment and their surroundings, as well as each other.

Not act in a manner which is disruptive to the learning of others.

Under no circumstances put the health and safety of others at risk.

Parents/carers will:

Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.

Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.

Share any concerns they have regarding their child's education, welfare, behaviour and life at Cleadon Church of England Academy with the pupil's classroom teacher or SMT.

Support their child's independent learning.

Support the school's decisions in relation to behavioural issues.

Ensure that their child correctly presents themselves as a pupil of Cleadon Church of England Academy, in accordance with the school's Uniform Policy.

3. Classroom behaviour

A set of the Golden Rules and Class Charters will be clearly displayed in each classroom.

Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.

Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.

Lessons will be structured and have a focussed framework, in order to allow pupils to understand what is being taught and how it links to what they already know.

All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.

When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following three steps will be taken:

Reminder – the pupil is reminded of their expectations (verbal warning)

Restorative detention – the staff member informs the pupil of the consequences of their disruptive behaviour, such as the loss of a Dojo point (name written on the 'board)

Removal – if the pupil's behaviour persists, they will lose a Dojo point.

Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

De-escalation techniques will be used at all times.

Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:

Stage 1 – the classroom teacher will manage behaviour strategies, sanctions and the three step process outlined above.

Stage 2 – if poor behaviour persists, the Key Stage Leader will become involved in managing the behavioural incident.

Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the Vice-Principal, then the Principal.

The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.

Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.

4. Rewards and praise

Cleadon Church of England Academy recognises that pupils should be rewarded for displaying consistently good behaviour.

Praise will be used to help raise pupil achievement and will be given for progress, not simply for high-quality work.

Praise will:

Be given in relation to a specific task or action.

Be earned, ensuring that the recipient is clear about what they are being praised for.

Reinforce Cleadon Church of England Academy's core values and ethos.

Be used to motivate pupils and help them to feel valued.

Cleadon Church of England Academy has a reward system in place which rewards pupils for displaying good behaviour and progressing their learning, through the following methods:

Verbal praise

Written praise

Postcard home

Values Award

Golden Child Award

Comments at parents evening

Stickers

House points

End of term House rewards

The Class Dojo system is used for all of the above.

5. Disciplines and sanctions

Sanctions and disciplines will be given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

Sanctions will be issued sparingly and only where appropriate.

Sanctions will:

Relate to a specific task or action and will be applied clearly.

Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.

Reinforce Cleadon Church of England Academy's core values and ethos.

Not be given too easily or spread too widely.

Not focus repeatedly on the same issue without progress.

Not have a negative effect upon others.

In order for the punishment to be lawful, the school will ensure that the decision to issue a discipline to a pupil is:

Made by a paid member of school staff, or a member of staff authorised to do so by the Principal.

Made on the school premises or whilst the pupil is under the charge of a member of staff.

Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

The issuing of disciplines and sanctions will be recorded and the consistent use of sanctions will be monitored by Key Stage leaders.

Cleadon Church of England Academy implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. These include the following:

Verbal warning/reprimand

Written warning/reprimand (name on the 'board)

Loss of a Dojo point

Loss of Golden Time

Removal from the classroom or specific area of classroom

Repeating work of an unacceptable standard

Withdrawal of privileges e.g. monitor / prefect responsibilities, attendance at parties, school trips etc.

Lunchtime/ playtime detention

Meeting with the Principal or other member of the SMT

Referral to an external agency or inclusion support

Exclusion, including internal, fixed-term and permanent exclusion

The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.

The Principal has the ability to delegate the power to issue sanctions to volunteers, such as parents/carers who assist during an educational visit.

The Principal has the ability to strip particular staff members of the power to issue disciplines, where appropriate.

6. Exclusions

In cases of exclusions, whether it is internal, fixed-term or permanent, the DFE's exclusion guidance will be followed at all times.

In the event of any type of exclusion, the Principal will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.

The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.

For extreme breaches of school conduct, the Principal can place a pupil on fixed-term exclusion, which will be completed by the pupil from their home and can last up to 15 days.

The Principal has the ability to permanently exclude a pupil who has seriously breached the school's code of conduct, or who is a persistent offender.

Permanent exclusions will be considered by the Board of Directors for authorisation.

The exclusion process outlined in the DFE guidance, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

7. EYFS

In the Nursery and Reception classes, children will use the Sun and Clouds as a visual reminder about behaviour. Any child whose name is not on the Sun at the end of the week, will lose part or all of their Golden Time. Every child has the opportunity to have their name moved back to the Sun by following the Golden Rules. Each Monday, every child begins the week with their name on the Sun. Each class operates a 'Marble Jar' where children learn about collective responsibility.

8. Special Educational Needs, disability and the circumstances of other vulnerable pupils

We will take account of SEN, disability and the circumstances of other vulnerable pupils in implementing any aspect of the behaviour policy. Where appropriate, Individual Behaviour Plans will be drawn up by the SENCO, class teacher, parent/carer and relevant Inclusion Team representative. Individual Behaviour Plans will be shared with all staff. If appropriate, an internal referral to the school's Learning Mentor will be made to support the implementation of any Behaviour Plans or if barriers to learning are having an impact on a child's behaviour.

9. Restraining Children

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children in order to prevent injury to a child/others, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

A list of staff trained in 'Team Teach' to safely restrain children, is kept by the Principal (Please see Safe Restraint Policy)

10. Pupils' conduct outside the school gates- teachers' powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives Principals a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school

- Wearing school uniform
- In some other way identifiable as a pupil at the school.

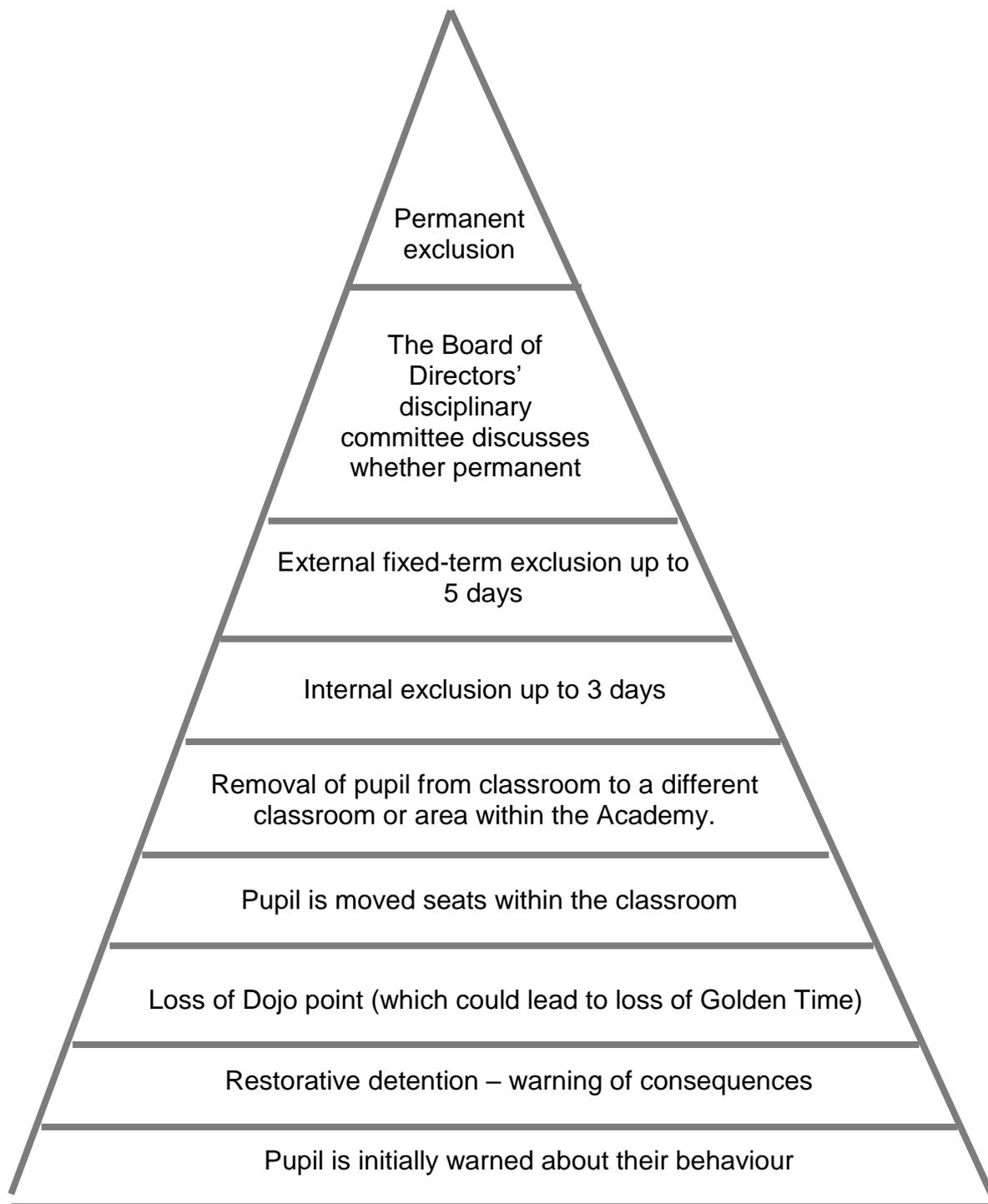
or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

11. Monitoring and review

This policy is monitored for effectiveness by the Principal and Board of Directors, and will be reviewed every three years.

Appendix A – Hierarchy of sanctions



Appendix B

Low Level Disruption

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

Serious Incidents

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist/ homophobic comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or Insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying