



Braeburn Primary and Nursery School

BEHAVIOUR FOR LEARNING POLICY

STATUTORY

Document Status			
Date of Next Review	March 2018	Responsibility	
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Staff room folder - electronic			

Braeburn Primary and Nursery School

Behaviour for Learning Policy

This Policy reflects a positive and consistent approach to promoting and teaching good behaviours for Learning so that we can ensure that our children are well prepared and ready to make a positive contribution in modern Britain.

Members in our community have been consulted to help us to ensure that this policy reflects the feelings and wishes of children, families, school staff and governors.

At Braeburn Primary and Nursery school we believe that the teaching of Good Behaviour for Learning is the responsibility of everyone.

At Braeburn Primary and Nursery School we aim to:

- Build positive relationships with each other.
- Teach and model good behaviour.
- Model to children how to be thoughtful, kind and polite.
- Reward and reinforce good behaviour.
- Help children to understand how their behaviour impacts on themselves and others.
- Give children every opportunity to learn from their mistakes and make positive changes.
- Work in partnership children's parents and carers to support all children to behave well.
- Celebrate good behaviour for learning.
- Work in a restorative way using restorative statements and questions.
- Ensure that everyone feels that our school is a happy and safe place for children to learn in, grow up and achieve in.

Our Golden Rules:

We are kind and gentle.

We are respectful and caring.

We are fair to others.

We are polite and truthful.

We listen to each other and think for ourselves.

We do our best to make sure that each of us is safe in and around our school.

Our "Looking like a Learner" ethos:

All school staff will model and promote good behaviours for learning through our "Looking Like a learner" ethos. These are agreed with staff and children through the work of the School Council. There are statements. These statements could be accompanied by pictures and additional wording for KS1 and EYFS children. As the school has recently come together as one whole school (September 2014) we will continue to work hard to promote this ethos and embed it in all we do.

How to Be a Good Learner

- Be a good listener.
- Believe in yourself.
- Learn from your mistakes.
- Be confident
- Persevere
- Be respectful
- Ask and answer questions
- Be independent
- Be brave
- Try our hardest

Children are immediately rewarded for “Looking like a learner” during their lessons and at all other times in and around the school. This is through explicit direct praise recognising the feature of looking like a learner that the child is displaying. For example, “Jack, that was an interesting question you asked, you are looking like a Learner.”

The language of “Looking like a Learner” and “Behaviour for learning” is a feature of all lessons and will be promoted at all other unstructured times too as we recognise that children are learning in everything they do. We recognise that new staff will need these key messages as part of their induction.

School Council and PSHCE

Each class in KS1 and KS2 has dedicated time for PSHCE. During these sessions we follow a curriculum which includes SEAL (Social and Emotional Aspects of Learning) programme as well as focussing on issues that have been highlighted in the Young in North Yorkshire County Council Survey and any other issues that are causing a concern or are of current national, regional or local importance.

Every class in our school has an elected School Council representative. The Nursery Teacher and a selected pupil are the Nursery school council representatives. The School Council meet to half termly to discuss school improvement projects. These are reported back to each class through the minutes of each meeting and the progress of projects shared on the School Council progress boards displayed in the reception area in the lower school and in the Key Stage two corridor.

All staff through an agenda will regularly consult with the School Council (at least once per term) to ensure that the voice of the children is heard and responded to.

Friday Celebration Assembly

‘Looking like a Learner’ certificates are awarded by the Head teacher following nominations from all class teachers and the Inclusion officer in the Friday assembly. Children will receive a class cup that they can take home for a week. The Head Teacher will award a special overall cup and certificate.

Photos to record children’s achievements are taken and shared with parents and carers and displayed on the TV monitors.

Children may wear “Mrs.... Is proud of me” and other stickers. Adults may ask children why they have been awarded a sticker and celebrate this with them.

All work achievements can be celebrated at other times too. Children may show their work to other teachers in the school. Verbal praise, subtle thumbs up or other rewards and stickers may be given including positive phone calls home.

We are an Enhanced Mainstream School for Social Emotional and Mental Health.

Braeburn Primary and Nursery School is an Enhanced Mainstream School for Social Emotional and Mental Health (SEMH) and, has an additional specialist qualified team of 2 teachers, a teaching assistant and parent support adviser who work closely with everyone in school to support all children.

Sometimes children may require additional and different provision to support their needs. On these occasions, a request for involvement would be sent to the Inclusive Education panel. The EMS can provide Outreach and in some cases, Inreach support to children in our own school and in 6 other schools locally.

It is the core purpose of the EMS specialist staff working in close partnership with the children,

Teachers’ and parents to enhance provision.

The Inclusion Officer, ELSAs, TAs, MSAs and EMS team work together in the whole school at playtimes and lunchtimes to ensure that all children feel that they have a safe and happy playtime and are ready to learn afterwards.

The Inclusion Officer and EMS team model, train and support MSAs and TAs working in the playground, clubs and in the lunch hall.

The EMS Team members, Vulnerable Lead, SENCo and Inclusion Officer are there to support colleagues in school, sharing good practice and through direct teaching of Social and Emotional Aspects of Learning (SEAL). The staff have access to The SEND Mainstream Guidance 2015 and The Quality First Teaching Guidance.

The Teacher in Charge of the EMS also is an Assistant Head of the school and has a responsibility with the Head Teacher to lead Behaviour and Safety in the School.

Lunchtime Provision

Please see the MSA Handbook and outline. (*Appendix 1*)

Having quality time at lunchtimes to eat, socialise, play and relax is very important.

Some of our children may find this less structured time difficult and can need additional help to feel happy and safe. Playtimes and lunchtimes are organised to proactively reduce incidents of negative behaviour or unhappiness.

Areas of the playground have been developed to support different activities. These may be led by lunchtime staff.

In both KS1 and KS2 there are indoor and outdoor lunch clubs which have a specific purpose to:

- Help develop friendships.
- Help children resolve arguments and make friends again.
- Provide a quieter, less busy place to play and be calm.
- Model how to play, take turns and share.
- Help children to feel safe.
- Train older children as Playleaders to help and model play to younger children.

Each indoor lunch club is staffed with at least 1 experienced staff member who allow children to play and relax in a safe environment.

Some children choose to go to a Lunch clubs, other children may be encouraged to attend as a proactive measure to prevent challenging behaviours, falling out or to develop skills identified.

The EMS mobile classroom can provide a safe nurturing place for a small group of children at breakfast and lunch times. Especially for those who are struggling to make the transition between home and school and, structured and unstructured times. Parents and carers may also come to breakfast.

During lunchtimes children in EYFS and KS1 will be awarded stickers for eating up their lunch. Children will always be encouraged to eat their dinner and try new foods. MSA staff will be available to help children who need it and encourage healthy eating habits and good manners.

In Key stage 2 children are encouraged to take on a responsibility such as a Green or Red Ranger or a Play Leader

A member of the teaching team will be available to support lunchtime and playtime staff with more challenging incidents and to supervise a grounding. This will usually be a member of the Senior Leadership Team. The Inclusion officer (SEBN) in Key Stage 2 is available to support KS2 children and staff every playtime and lunchtime.

An incident that cannot be easily resolved will be recorded in an electronic class diary or pastoral file and shared with the Inclusion Officer and members of the teaching team who will ensure that the incident is resolved and children and adults feel supported.

Mid-day supervisors and Teaching assistants, Teachers and Red and Green rangers are encouraged to use restorative questions to resolve fallings out and other incidents.

Uniform

We want our children to have a sense of belonging. Wearing school uniform helps our children to feel and believe this. We try to ensure that all our children wear school uniform.

Rewards and Consequences

Every Classroom will display:

Golden Rules

Looking like a Learner

Rewards

Consequences triangle

Restorative Questions

These signs will also be displayed in other prominent areas around our school including the entrance, halls and corridors and playgrounds.

Rewards

Class Rewards EYFS, KS1 and KS2

(Appendix 2a and 2b)

While we aim for our children to feel rewarded intrinsically for what they do, many children and adults enjoy additional recognition for what they have achieved or done well and so we are developing a class reward system.

Class points are awarded by staff and saved up by each class. Reward charts are displayed in the classroom. The children can spend these points from the school 'reward catalogue'. In the Early Years Foundation Stage Year 1 the system will be simplified using smaller numbers. Class rewards offered will be appropriate to the ages of the children.

There are many other ways that we reward good behaviours for learning. These may be unique to the class, group or individual and devised by the teacher, support staff or inclusion officer. Children will always know why they have received a reward or thank you. Rewards will be added to and not taken away.

Golden Time

Class Teachers may also choose to offer children golden time at the end of the school week as a motivation, incentive and a reward. This is a time for special activities or toys to be enjoyed, an enrichment activity or social event to take place.

House Points (KS2 only)

Children in KS2 are members of one of four houses:

Beverley (blue)

Ripon (red)

Whitby (green)

York (yellow)

House Points are awarded by those working with children in KS2 for good work, politeness, good manners, diligence or looking like a learner. This aims to promote working together for a common goal. There will be house events throughout the year to promote the values of team work and team spirit. Trophies will be awarded and displayed in recognition of these group achievements. Weekly scores are announced and celebrated in the Wednesday assembly. Captains and Vice Captains are elected democratically by their peers.

Points can be awarded but not taken away. Only 1 point will be given at a time.

In Year 6 they are trialling a class dogo system of rewards

Consequences

There will be times when our children will:

- Challenge and question.
- Demand negative attention
- Respond in a way that an adult would not.

Children are socially and emotionally developing and may not yet have the skills to regulate themselves in the classroom or around school like an adult can. Children may need to be supported to recognise how they and others are feeling when they behave in a negative way. Children will be supported to make changes to their behaviours, learn how to regulate themselves and, recognise that all actions have consequences and that they must take responsibility for those actions. Each significant incident of negative behaviour will be recorded.

A child's Special Educational Need or Disability will be taken into account and children will not be disadvantaged because of this.

Children will be given opportunities for a fresh start every session.

Every staff member will model positive behaviours for learning and our Golden Rules, anyone who comes in to school should also model them.

Children will be able to learn about, share and celebrate. Children will also learn about how our reward and consequence system works through assemblies and circle time in class, school council and displays around the school.

Consequence Triangle

The Consequence Triangle is displayed in every classroom and explains to children what is expected of them and what will happen should they make the wrong choices.

The Guidance Grid below is aimed at aiding staff in school to support a consistent **restorative** and fair approach.

NB These stages are hierarchical, however, stages may be missed at the Head Teacher's or a Senior Leader's discretion. We will always endeavour to work restoratively and in partnership with pupils and their parents or care givers. Consequences should always be age appropriate.

Level/type of negative behaviour displayed	Possible consequence/strategy
Low level behaviours that disrupt the learning or play of others	Positive reinforcement of the expectation required : "Tyler, I need you to listen to the instructions so that you will know what you need to do."
	Give clear choices and a consequence. This could be given verbally or visually. (EMS have examples of charts you might use) "Hannah, if you finish this you will feel proud of yourself and you will be able to choose what to do next."
	Point to and refer to the looking like a learner sign or statement.

	<p>Ask the child to move to a calm place in the classroom or area (with timer) explain that they appear for example, frustrated and, that spending time in the quiet will help them feel calm again. Offer a calm box and say "Choose something from our calm box this will help you to feel calm again."</p>
	<p>A child may miss some or all of playtime or golden/enrichment time to complete missed work.</p>
	<p>Short 'timed' time out in another classroom or, with the Inclusion Officer, Key Stage Leader or Senior Leader.</p>
<p>Persistent low level behaviours</p>	<p>Short 'timed' time out in another classroom or, with the Inclusion Officer, Key Stage Leader or Senior Leader. After the time out we will welcome the child back into the classroom, we would acknowledge that spending time away will have helped them feel calm again and that you are pleased they are ready to learn in the classroom again. Record in the electronic Class Diary / PASTORAL FILE.</p>
	<p>Seek advice / Support. Consult with SEND Guidance or First Quality Teaching Document and colleagues including previous teachers.</p>
	<p>Choose a quiet time to talk with a child away from an audience. Explain your concerns how you are worried or frustrated and that this will be affecting learning or happiness of others. Use restorative questions/ cards. Discuss with the child how things could be put right, and what the consequence might be. Record and share outcomes with parents. Staff could ask the EMS or Inclusion officer to observe a child at a playtime or in the classroom. A sensory regulation questionnaire might be completed (EMS/ SENCo)</p>
	<p>Invite parents to take part in a solution circle. Older children could also join in. (This could be facilitated by a member of the EMS or Inclusion Officer if required). Possible Individual Provision Map discuss this with the DH/ SENCo. Discuss in SEND Meetings.</p>
<p>Hurting others</p>	<p>Time for Reflection or grounding for 20 minutes. This would usually only be in KS2 depending on incident and maturity of child. This will be given at a lunchtime, taken on the day of the incident where possible. This will be recorded in the electronic reflection diary and parents notified. Each session will be supervised by a member of the Teaching Staff in KS2.</p>
	<p>Two or more 'Groundings' in 1 week would indicate the need for further planning and observation of pupil in the learning environment with a Solution Circle/ meeting with a parent. Discuss the need for an IPM with the SENCo.</p>
	<p>Use Restorative questions or cards to help children understand how their actions impact on others.</p>
	<p>Change of adult. Guide to a calm, safe space. Complete a North Yorkshire Risk Assessment this would be shared with parents and staff.</p>
<p>More serious incidents of hurting, bullying, disruption of learning, being unsafe:</p>	<p>Internal exclusion/ ½ day time out of the classroom. This would be supervised by a member of the SMT, EMS or Inclusion Officer. This will include an opportunity to develop self-esteem or focus on specific targets, listen to pupil voice and work restoratively. There would be a Solution Circle/planning meeting with parents to plan next steps and a written IPM and intervention.</p>

	This would be recorded on the Class diary and in the school records/ pastoral file. (A bullying incident will be recorded in the school Bullying Incident Log in the Head Teacher's office or serious incident in the blue book) A request for EMS involvement or other may be completed.
	Pupils will only miss swimming or a trip if, after completing a risk assessment it has been decided that the risk is too high. A suitable curriculum alternative must be provided. Parents would be part of the decision.
Persistent bullying, aggressive violent outbursts which result in hurting others, being unsafe and threatening the safety of others. Running out of the classroom or school premises. Misusing or destroying property. Using Social Network to hurt others or continue to disrupt the learning of others.	Fixed term Exclusion. The Head Teacher will follow North Yorkshire Guidance. While every opportunity will be taken to avoid pupils missing days of learning in school due to an exclusion there are times when a fixed term exclusion may be considered by the Head Teacher. A reintegration meeting will follow. Then a Solution Circle to follow to plan next steps and identify targets and an intervention. This may be recorded on an IPM. A request for EMS involvement or other may be completed.
	Other strategies: SEMH EMS: Inreach intervention. Managed Move to another school.

We do not seclude children. If a child is demonstrating very aggressive behaviour it may be necessary to call parents and the police. Behaviours are not ignored but are acknowledged and supported.

North Yorkshire Risk Assessments and Restrictive Positive Intervention (See Policy and Guidance)

All teachers and teaching assistants have had RPI awareness training. There is refresher training every 2 years. All incidents are recorded and are monitored termly by NYCC.

Recording of incidents:

We must endeavour to record incidents factually and share with parents and senior leaders so that every effort can be made to adopt proactive preventative measures.

Incidents will be carefully monitored regularly by the Assistant Head Teacher and Inclusion Officer (SEBN) and reported to stakeholders.

- Lunchtime Incident diary (VCU KS2, Lunch Club KS1) shared with the SLT each day (*Appendix 5*).
- Record of class/playtime incidents and consequences by class teacher in Class Diary (*Appendix 6*) and Pastoral files.
- Serious incidents (Hurting others/use of RPI) recorded in the North Yorkshire Blue Book located in the Head Teacher's Office. Reference in pastoral file.
- Serious Incidents of Bullying Harassment Hate Crime or identification of extremist behaviour Log located the Head Teachers Office.

Related references

NY SEND Guidance Staff Common

Exclusion Guidance 2012

School MSA Handbook March 2015

Social and Emotional Aspects of Learning (DfES 2005)

School Local Offer - Website

North Yorkshire Council Local Offer - Website

Related Policies

Restrictive Positive Intervention Policy and Guidance

Special Educational Needs and Disability Policy

Anti-Bullying Policy

Exclusions policy

Equality Scheme and Diversity

Inclusion policy

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