



# Behaviour for Learning

We believe that positive behaviours for learning and are a necessary pre requisite for excellent learning and teaching to occur. This policy will outline our current ethos and practice to support and encourage all children to develop their full potential. At John Ball we understand the impact of a safe and inclusive learning environment that enables excellent learning can take place and where all members of the school community are valued. We aim to develop positive behaviour through positive relationships.

The philosophy of the school and the learning behaviour policy is embodied by the whole school's "Rights and responsibilities charter" and the values that we have adopted as a school. We believe that children have the right to learn and teachers have the right to teach.

We strive to be clear and transparent about the expectations we have for both the teacher and the learner.

|   |  |
|---|--|
| Date agreed by Governors                  | January 2019                           |
| Signed on behalf of Governors<br>2/1/2019 | DocuSigned by:<br><i>Erica Pienaar</i> |
| Date for next review:                     | 39AC8F1E1F58439...<br>January 2020     |



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### In this policy you will find the following acronyms:

| Acronym | Meaning  |
|---------|--|
| CPOMS   | Child protection online management system  |
| SLT     | Senior leadership team   |
| PRIDE   | Personal excellence, respect, innovation and creativity, determination and equality. These are the John Ball school values |
| LEA     | Local education authority  |



## 1. The aims of this policy

- 1.1 To develop a moral framework within which initiative, responsibility and positive relationships can flourish.
- 1.2 To enable children to develop a sense of self-worth and a respect and understanding of others.
- 1.3 To enable children to develop a positive mindset to challenge and manage their own learning.
- 1.4 To produce an environment in which children feel safe, secure and respected.
- 1.5 To provide a consistent approach across the school to support both the staff and the learners.



We have the right to be heard and the responsibility to hear others' points of view. **(Article 2)**

We have the right to be safe and happy and the responsibility to allow others to be safe and happy. **(Article 19)**

We have the right to clean water, nutritious food and a clean environment and the responsibility to look after the environment and resources available to us. **(Article 24)**

We have the right to an education which enables us to learn and the responsibility to do our best at all times. **(Article 28)**

1.6 This policy has been written in conjunction with the following policies:

- Safeguarding
- Learning and Teaching
- Learning Environment
- Anti Bullying Policy
- Inclusion Policy.



## 2. Expectations for staff, pupils and parents

### 2.1 Staff will :

- Will uphold and enforce appropriate and safe behaviour at all times in class and around the school.
- Will record any inappropriate behaviour on CPOMS.
- When moving children around school they will ensure that they are accompanied by adults and are quiet and in single file.
- Develop positive relationships with children, rooted in mutual respect.
- Model respectful behaviours and show what the values 'look like'.
- Build effective relationships with children, parents, carers and colleagues.
- Be consistent and fair using their individual Classroom Charter and Playground Charter as a tool to guide the children's choice of behaviour.
- Treat all in the same way irrespective of gender, race, religion, sexuality and disability.
- Use a sense of humour, when appropriate.
- Have high expectations and adopt a growth mind-set to support and promote good progress for all children.
- Plan interesting learning to engage the learners.
- Use praise as a tool to develop behaviour for learning.
- Staff will support each other in maintaining good classroom management (e.g.: Through the Partner teacher scheme and advice and support of the SLT).
- Share with parents/carers positive information as well as seek support to develop appropriate learning behaviour.
- Be ready to adjust and personalise approach whilst retaining clear expectations.
- Hold assemblies that discuss values and rights.
- Use the language of the whole school vision and values (PRIDE) when discussing learning behaviours.

### 2.2 Children will:

- Follow school expectations and guidelines of safe behaviour.
- Move around the school both in class, in assembly and in corridors in a safe and respectful way (quietly when asked to do so).
- Be aware of the importance of mutual respect in maintaining healthy relationships in school.
- Develop an understanding of the UNICEF rights and responsibilities alongside the PRIDE of John Ball.
- Treat all in the same way irrespective of gender, race, religion sexuality and disability.
- Discuss and experience rule making.
- Create a class learning charter during an establishment period at the beginning of the school year.
- Adhere to the high behaviour for learning expectations.



- Understand the need and develop consequences that may result if a right is not respected (*e.g: class behaviour agreement*).
- Have a voice and express opinions through Pupil Voice meetings and class reviews as a means to monitor, improve and tackle behaviour issues that impact on their learning within the school.

### 2.3 Parents/carers will:

- Inform the school, initially the class teacher; of any concerns regarding persistent aggressive behaviours (refer to the Anti Bullying Policy).
- Support the school in the development of positive learning behaviours.
- Co-operate with the school, as set out in the home–school agreement including any online safety guidance.
- Build a supportive dialogue between the home and the school informing the school should there be any problems.
- Attend any meetings regarding their child and work with school to resolve any issues.
- Ensure that the child has good attendance and is punctual.
- Contact the class teacher if they have any concern about the way that their child has been treated. Additionally, if they still have concerns, this should then be raised with the Assistant Headteacher, Deputy Headteacher or the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 3. How are these expectations communicated?

3.1 The Senior Leadership Team (SLT) /Phase Leaders will lead a KS1/2 assembly during the Establishment Phase of each school year to outline the Behaviour for Learning Policy to all pupils. For families which join us mid-academic year, a briefing on these expectations form part of the initial parent/child meeting with the SLT prior to enrolment.

3.2 All parents will be directed to read the policy on the school website at the beginning of the year. Home School contracts will also be sent home to all KS1 and 2 parents at the beginning of the school year (Appendix 3).

## 4. Celebrating Positive Behaviour

4.1 At John Ball we believe that all children can achieve and that success in learning is a reward in itself. However, we also acknowledge that children enjoy a celebration of their success and that recognition of this raises a pupil's sense of self-worth and their place within the school community.



- 4.2 Staff will strive to acknowledge all known efforts and achievements of children, both in and out of school when this is appropriate to do so. Each week children from each class are nominated to be 'star of the week'. Pupils will receive a special certificate in our KS1 or KS2 celebration assemblies for application attitude and effort in their learning for learning.
- 4.3 Parents will be informed of good behaviour for learning through the certificates they take home, stickers, postcards home, notes home, class-rewards, details written into the child's reading record book or discussion with the parent at the end of the day. The Headteacher and Deputy Headteacher will also send home a good news postcard for exceptional behaviour for learning.

## 5. What happens when a child does not follow school expectations?

- 5.1 All staff across the school are pro-active in anticipating and pre-empting disruptive and challenging behaviour and should aim to diffuse situations before they escalate to ensure learning/sensible play can continue. Staff should use their professional judgement as to the first course of action in any situation. However, further guidance is provided in the chart table that follows.
- 5.2 All staff should ensure that the appropriate sequence of interventions is followed to ensure there is a consistency that pupils can recognise.

## 6. Recording incidents of significant behaviour

- 6.1 It is important to keep a record of disruptive or negative behaviours displayed by children. All Behaviour Incidents should be logged onto CPOMS. The incidents will be analysed by the Learning Mentor (LM) and SLT. Any patterns identified will direct future planning and provision both for the individual and the cohort.
- 6.2 The Pastoral Care Manager (PCM) will coordinate the transfer of any reports from lunchtime onto CPOMS.
- 6.3 In the event of continuous disruption/yellow cards or red cards, a support package will be developed by the Inclusion Team.



6.4 Behaviour Incidents and any analysis will be fed into the termly Headteacher's Report and shared with the Governors. Analysis of behaviour will also be discussed in weekly Joint Support Team (JST) and SLT meetings.

|  | Possible actions   |
|--|--|
| <p><b>Level 1 Behaviour</b></p> <p>Universal – to support children in staying on task and making positive choices.</p> | <ul style="list-style-type: none"> <li>Proximity praise –move close to the child and praise the class / group for doing what you have asked.</li> <li>Quick reminder about the task / instruction to whole class or group child is sitting at.</li> <li>A warning “look”</li> <li>Refocus using the child’s name during teaching.</li> <li>Repeat an instruction using the child’s name.</li> <li>Explain to everyone what not to do and what to do, “I can see that not everyone is listening. Remember everyone should be listening to these instructions.”</li> <li><b><i>NB: Behaviour that makes a child feel uncomfortable or excluded should be dealt with using the Anti Bullying Policy</i></b></li> </ul>  |
| <p><b>Level 1 Behaviour</b></p> <p>Targeted – a child is not completing their learning and is off task.</p>            | <ul style="list-style-type: none"> <li>MOVE IN – warning the child and trying to redirect them back on track by offering them a choice.</li> <li>Refocus an argumentative conversation.</li> <li>Stand or sit close to the child.</li> <li>Use eye contact if appropriate avoid making a comparison and the use of words such as don’t, not, shouldn’t.</li> <li>Be consistent – provide a consequence every time a child chooses to disrupt.</li> <li>Deliver consequences in a calm, low-key, matter of fact manner.</li> <li>Deliver a clear, short message: Mary, I want you to.....John, I need you to.....Jenny, you will...</li> <li>As soon as the child returns to task, immediately praise.</li> </ul> <p>If a pupil argues stay calm:</p> <ul style="list-style-type: none"> <li>Show empathy for what they are saying e.g. “I hear what you are saying. I can see that you are upset.”</li> <li>Refocus by repeating directions / instructions in a low key and calm manner “but you need to start work now.”</li> <li>Repeat the direction / instruction, without engaging in the argument, a maximum of three times.</li> <li>Offer a choice that allows the child to have some control to move on from the situation eg” Would you like to complete your task at your group table or on your own at the workstation?</li> </ul> |
| <p><b>Level 2 Behaviour</b></p> <p>The off-task behaviour continues despite the</p>                                    | <ul style="list-style-type: none"> <li><b>A verbal warning – calmly reminding the child that the next step is going to be a time out of class/away from play.</b></li> <li>Use of charter sanctions – if incident takes place in class</li> </ul>  |



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| adult's actions in section 1, above.   |  |
| <p><b>Level 2 Behaviour</b></p> <p>Despite a verbal warning and use of the class charter, the pupil continues to make decisions which is disrupting their/other(s) learning or play.</p> | <ul style="list-style-type: none"> <li>• <b>Use a time out system to allow reflection for the child this can be child led or by adult request- a 5 minute egg timer can be used- the child can sit or stand outside the classroom. On return to the class the teacher should have a conversation to discuss the issues presented (whilst outside the class door should remain open).</b></li> <li>• If this happens in the playground, the member of staff will ask the child to stand next to them for a 5 minute time out. The behaviour station should not be used at this point.</li> <li>• If behaviour is unsafe the child should receive immediate consequences, behaviours can receive a deferred consequence.</li> </ul>  |
| <p><b>Level 3 Behaviour</b></p> <p>Despite a level 2 sanction, the pupil has yet to settle and focus on learning.</p>  | <ul style="list-style-type: none"> <li>• <b>A child will be sent to the Partner teacher if behaviour continues after a verbal warning and time out. This will be for one session (morning, middle session of afternoon)</b></li> <li>• Learning will be sent with the child to the Partner teacher class- a member of staff or another child will accompany the child to the Partner teacher's class.</li> <li>• A yellow card letter (Appendix 1) will be sent home along with a 'Making things better task sheet' – this will happen on the same day the sanction is given. The Deputy Headteacher (DHT) should be informed.</li> <li>• If this happens during a lunchbreak, the child should be sent to the behaviour station for an opportunity to reflect. The senior midday meals supervisor (SMMS) should be made aware of any child reaching this point.</li> </ul>                        |
| <p><b>Level 4 Behaviour</b></p> <p>Level 4 behaviour is demonstrated when a pupils behaviour severely falls short of the expected standard.</p>  | <ul style="list-style-type: none"> <li>• <b>Call 119 so SLT can support</b></li> <li>• Issue a direct red card (internal exclusion)- this will be issued in conjunction with a member of the SLT</li> <li>• A red card letter (Appendix 2) will be sent home along with a 'Making things better task sheet' – this will happen on the same day the sanction is given. The Deputy Headteacher (DHT) should be informed.</li> <li>• The red card will be added to the child's file.</li> <li>• SLT will phone the parent carer on the day of issue and meeting will be arranged to discuss the behaviours and next steps.</li> <li>• Support will be put in place by the Inclusion team</li> <li>• More than one red card incident or an incident of serious aggression may lead to a fixed term exclusion. In extreme cases the Headteacher can move directly to a fixed term exclusion.</li> </ul> |

6.5 When deciding appropriate action, the following are considered:

- Age of those involved
- Persistence/repetition of incidents
- Knowledge of individuals including previous experience, abilities and disabilities.

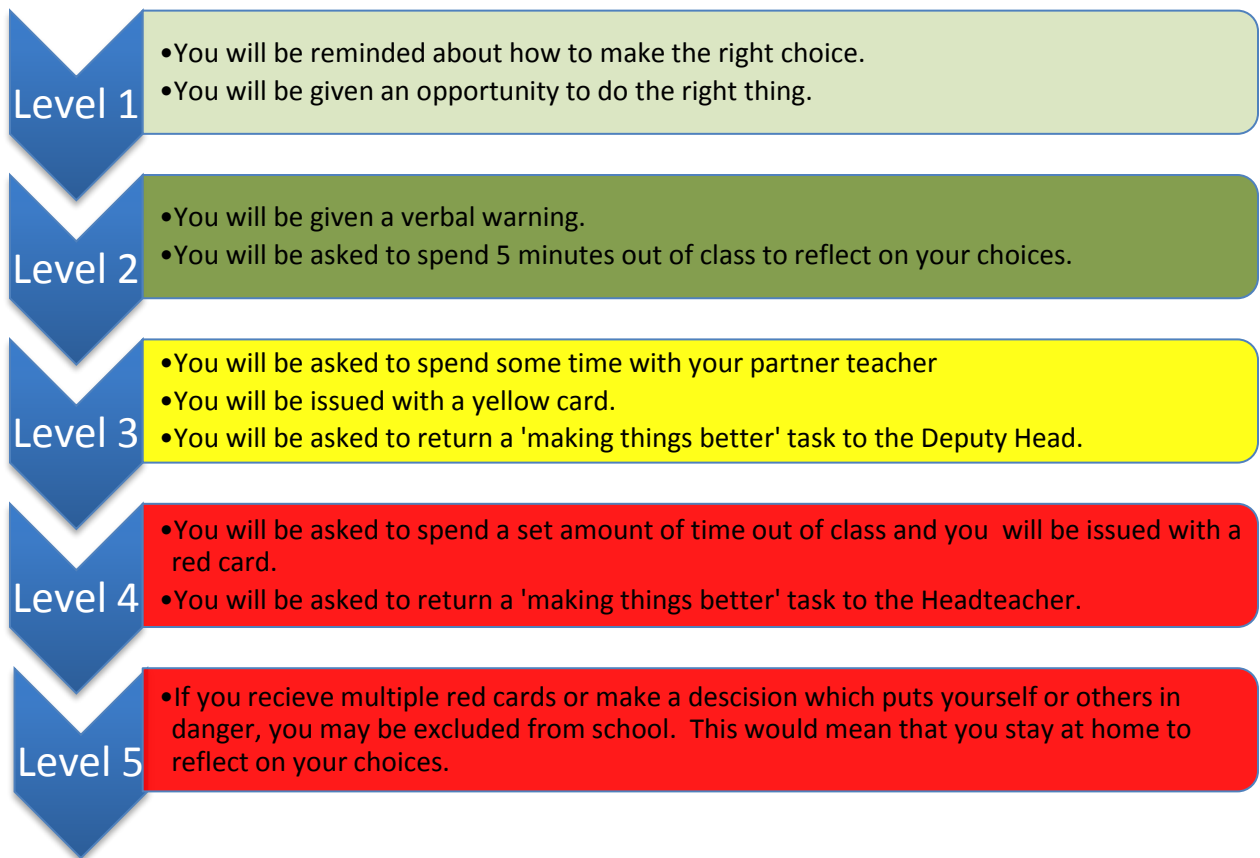




- Level of distress caused
- Context of the incident

6.6 At John Ball some children may be on a behaviour support plan. In these circumstances, it would be expected that the bespoke plan is followed and not the steps above. All behaviour support plans are in place to help children make positive choices.

## 7. Flowchart for explaining expectations to children



## 8. Fixed-term and Permanent Exclusions

**8.1 Exclusion from John Ball School is only ever resorted to when it is the final option, as we actively seek to be inclusive.** Only the Headteacher, (or Deputy and Assistant Headteacher in the absence of the Headteacher) has the power to exclude a pupil from



school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. (These will not be more than 15 days in any one term.) The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 8.2 If the Headteacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. After a child has been excluded, the child and parents/carers are asked to attend a re-entry interview.
- 8.3 The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Headteacher will keep records of all reported serious incidents of misbehavior.
- 8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.5 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 8.6 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.



## 9. Appendix 1: Yellow Card and ‘making things better’ task

Child name:

Class:

Date:

Dear Parent/Carer,

Today your child has made some wrong choices with regards to behaviour and as a result was asked to spend some time with their partner teacher. This process forms part of our behaviour for learning policy. Details of the incidents leading up to a yellow card being issued are included below:

**Reason for yellow card:**

We expect all children at John Ball to make positive choices and as such I would appreciate you discussing the choices made today at home.

Additionally, attached to this letter is a ‘making things better’ task which should be completed and returned to the Deputy Headteacher tomorrow morning.

If you have any questions please do not hesitate to ask.

Yours sincerely,



### Making Things Better

This is the John Ball Primary School Rights and Responsibilities Charter and we also have our own school Vision and Values.



We have the right to be heard and the responsibility to hear others' points of view. **(Article 2)**

We have the right to be safe and happy and the responsibility to allow others to be safe and happy. **(Article 19)**

We have the right to clean water, nutritious food and a clean environment and the responsibility to look after the environment and resources available to us. **(Article 24)**

We have the right to an education which enables us to learn and the responsibility to do our best at all times. **(Article 28)**

Which part(s) from the Charter have you broken?

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How do you feel about what has happened?

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How do you think this has made other people feel?

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Which John Ball Value will you use to help you avoid this happening again in the future?

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## 10. Appendix 2: Red card and ‘making things better’ task

Child name:

Class:

Date:

Dear Parent/Carer,

Today your child has made some wrong choices with regards to behaviour and as a result will have an internal exclusion for half a day. This means that your child will be in school but educated away from their class for half a day. Details of this incident are included below:

**Reason for red card:**

I will meet with your child in the morning to explain the consequence and will take them to another class where they will be with an adult. Your child will not have playtime with their peers but they will have a play and lunch.

Attached to this letter is a ‘making things better’ task which should be completed and returned to me tomorrow morning.

If you have any questions please do not hesitate to ask.

Yours sincerely,



**Making Things Better**

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How do you think this has made other people feel?

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Which John Ball Value will you use to help you avoid this happening again in the future?

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## 11. Appendix 3: Home School Agreement

### **At John Ball School we believe in Achievement, ambition and progress for all...**

This can only be achieved when the school, the parents and carers, and the children work together in partnership. This agreement sets out what we will do to ensure that all the children who attend John Ball School have the best chance of success. In conjunction with this agreement parents and children will annually update and sign the Acceptable Use policy agreement. A copy of this agreement (taken from the Online safety Policy) has been attached to this Policy.

### **The School is committed to:**

- Creating a happy school and an environment where children, staff and families feel safe and supported
- Providing opportunities for parents and carers, and the local community to take an active and supportive role in the life of the school
- Providing an enriching curriculum which recognises that children develop in different ways and at different rates and encourages them to achieve their full potential
- Provide children with homework activities appropriate to their needs and abilities
- Keep families fully informed of their children's progress through Guardian Consultations (GCs), workshops, open evenings and informal meetings
- Keep families up to date with news and events at school through a weekly newsletter (JBuzz), termly curriculum updates and letters
- Actively liaise with the families of children with additional needs
- Deal with any concerns promptly
- Contact families immediately when children have not arrived at school unless a parent or carer has phoned the school to explain absence
- Ensure that all school policies are available for parents to read (online or paper copy if preferred)

### **The family is committed to ensure:**

- The children are in the playground by 8.55 am, ready to go into school when the bell rings at 9.00 am
- That children arrive at school ready to learn (having had breakfast and a good night's sleep)
- The children are suitably dressed for school according to the weather
- The children attend each school session
- They will phone the school on every day of absence when their child is unwell
- They will read and support the school policies found on the school website
- They will hear their children read and sign the Reading Record/Homework Diary at least 4 times a week

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- They will try to make time to read to their children regularly
- The children bring their school bag with them every day
- The children complete the homework activities provided by their teachers
- They deal with the school staff calmly and respectfully
- They keep in regular contact with the school and let the school know if there are any problems or major life changes
- They attend all Guardian Consultations.
- They, and any other carer, respect the legal restrictions on parking outside the school
- The children are collected promptly at the end of the day, 3.15pm for EY and KS1 and 3.20pm for KS2

**In class the children have created a class charter. Your child's class charter is:**

**(Insert class charter here)**

**Signed by the family .....**

**Signed by .....(on behalf of the school)**