



Behaviour for Learning Policy

Adjusted for Covid-19 July 2020

Review Summer 2021

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Statement of intent

We believe that in order to achieve the Cotteridge Primary School vision of Inspiring Dreams and Achieving Excellence and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Cotteridge Primary School'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 internally twice yearly during the behaviour audit defined in section 7.

Safeguarding

This policy is written with a view to safeguarding and promoting the welfare of children and has been written with reference to the UNICEF Rights of the Child.

Signed by:

Jasen Willis

Headteacher

14th September 2020

Date:

14th September 2020

Sarah Tomlinson

Chair of governors

Date:

1. Legal framework

1.1. 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)
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1.2. This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

1.3. This policy should be used in conjunction with the following:

- Home-School Agreement Appendix A
- Staff Code of Conduct
- The Cotteridge Code Appendix B
- The Acceptable Use Agreement Appendix C

2. Definition

2.1. 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

2.2. In order to foster a positive learning environment in Cotteridge Primary School, these relationships must be developed and supported.

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

2.4. 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.

2.5. Children are learning continuously. Behaviour for learning incorporates all behaviour at school and includes behaviour during unstructured times like lunchtime and playtime.

3. Roles and responsibilities

3.1. The Behaviour Co-ordinator is responsible for managing behaviour in school and is the Deputy Headteacher.

3.2. Staff members will:

- Implement the school's behaviour policy at all times.
- Display the Cotteridge Code which includes the school rules in their classroom.
- Maintain a positive and well-managed learning environment, having high expectations of behaviour at all times.
- Use the school's reward system and hierarchy of sanctions to promote good behaviour with consistency.
- Record all significant behavioural events. Details on classification of significant events can be found later in the policy.
- Raise any concerns regarding pupils' behaviour with the relevant Phase Leader, Assistant Headteacher or the Deputy Headteacher.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Intervene promptly when they encounter poor behaviour.
- Immediately contact the Deputy Headteacher or member of SLT when there has been a serious behaviour concern.
- Contact parents/carers regarding a child in their care's behaviour where necessary.

3.3. Pupils will:

- Abide by the Home-School Agreement, The Cotteridge Code, The Acceptable Use Agreement and the school's Behaviour for Learning Policy at all times.

3.4. 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 Cotteridge Primary School with the pupil's classroom teacher, a member of the pastoral team or SLT.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues.

4. Rewards and praise

- 4.1. Cotteridge Primary School recognises that pupils should be rewarded for displaying consistently good behaviour which maximises learning potential.
- 4.2. Praise will be used to help raise pupil achievement and will be given for progress, not simply for high-quality work.
- 4.3. Positive behaviour will be promoted and reinforced by the school's clear reward system.
- 4.4. Examples of the skills of positive behaviour for learning which should be rewarded by staff are

Showing self-confidence as a learner by

- Having self-respect for their work
- Being reflective about their learning
- Remaining engaged with their tasks and attentive in lessons
- Setting a good example
- Managing self-discipline and self-control

Having a positive relationship with others by:

- Working co-operatively
- Showing respect for other people, their views and their work.
- Being fair to themselves and others, showing honesty and trust
- Having a sense of right and wrong
- Being polite and having good manners
- Respect for the environment.

Having a positive relationship with the curriculum by:

- Taking a positive attitude into lessons
- Remaining engaged with their tasks and attentive in lessons
- Having an ability to 'follow through' and complete activities.

These skills will be displayed alongside the zone boards.

4.5. Rewards and 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.
- Be used to motivate pupils and help them to feel valued.

4.6. Cotteridge Primary School has a reward system in place which rewards pupils for displaying good behaviour and progressing their learning, through the following methods:

- Verbal praise

- Star of the Week to be given in Friday's Praise Assembly
- Written praise in books
- SMART tickets. SMART tickets stand for Show Manners And Respect To all

Moving up the zone board, one stage at a time. As detailed in point 4.5, children who are moved up the zone board for good behaviour for learning will be praised specifically for their actions, e.g. "Well done X you have worked really well with your team."

Children in gold at the end of the day will be given a Smart Ticket for a class raffle on Friday. The Friday Raffle will be drawn by the school's Learning Mentor.

Undrawn tickets will go towards the SMART Prizes Raffle to be given in the termly final Praise Assembly.

Although there may be groups of children who move up the zone board together, it is unlikely that a whole class will move up at the same time.

Children in gold at the end of the day will write or tick their name in the gold behaviour book. Some younger children may have a teaching assistant to help with this.

Children in EYFS/key stage one who are in gold at the end of the day four times in one week will have a golden postcard sent home. It is the teacher's responsibility to let the Senior Leadership Team know about such positive behaviour.

Children in key stage two who are in gold at the end of the day two times in one week will have a golden postcard sent home. It is the teacher's responsibility to let the Senior Leadership Team know about such positive behaviour.

Children who have received a golden postcard will have their name read out in Friday's praise assembly.

Children who are in gold and receive further praise may add a house point onto their team chart.

In the EYFS, to help with classroom management during carpet sessions, children may be given a sticker to indicate they can move up the zone board during free flow.

- House Points, which will largely be awarded for excellence in learning, will contribute to an end of term team reward: extra playtime and treat.
- UNICEF child of the day: KS1
- Stickers
- Table points leading to a prize, managed by class teachers
- End of term whole-class rewards
- Certificates, e.g. UNICEF, SEN

5. Behaviour and sanctions

- 5.1. Cotteridge Primary School 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. The school recognises that for this to be the case, staff need to be proactive in managing behaviour and will use seating plans to create a positive learning environment.
- 5.2. Praise will be used to set high expectations at the start of the lesson, in conjunction with verbal and non-verbal cues and private corrections in order to focus pupils on learning.
- 5.3. Sanctions will be used when children's behaviour falls short of that expected by the school. Examples of such include:

Low Level Behaviours

- Disrupting teaching and learning, including e.g. talking at inappropriate times, wandering around the classroom, swinging in a chair, pencil/pen tapping, shouting out and other events which interfere with the flow of a lesson.
- Failure to complete enough work in a lesson taking into account the ability, age and any SEN of the child.
- Lack of attentiveness and engagement taking into account the age and ability, age and any SEN of the child.
- One off name calling.

Mid-level behaviours

- Lack of respect
- Hurting other peoples' feelings
- Unwillingness to work co-operatively.
- Persistence in low level behaviours.
- For children in Y5/6 deliberately refusing to social distance despite being asked and reminded. Social distancing refers to keeping 1m+.

Significant Behaviours

- Threatening behaviour including bullying
- Deliberate disobedience
- Discrimination
- Using unacceptable language
- Deliberately damaging property
- Taking things that do not belong to us
- Racial harassment

- Violence and aggression **which may include taking action to deliberately infect a child or adult with a disease including Covid 19. This could be by deliberately coughing or spitting on a child or adult.**

5.4. In cases where there has been a significant behaviour incident staff will need to log this on the paper based report (see appendix D).

5.5. **Classroom Behaviour:** When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following steps and sanctions will be taken in order:

- Oral warning with a reminder of how to improve their behaviour for learning;
- **Move down a zone on the class zone board, one zone per event, until the child reaches the red zone.** If a child is in red at any time, this needs to be followed through with a sanction which will generally involve missing part of a playtime or lunchtime. When a child goes into red, they need to write or tick their name in the behaviour book which will be kept by the zone board.

If a child is in red twice in one week, (during any part of the day) the teacher will inform the parents either in person or with a phone call. The child will also be referred to the Assistant Headteacher/Phase Leader for a discussion about how to improve their behaviour for learning.

If a child is in red for a further time that week or is in red twice for two weeks consecutively, the teacher will tell either the AHT or DHT so that communication with home can be escalated.

Children who are in red at the end of the day will need to miss all of the next day's morning playtime. Teacher discretion will be used in cases where a minor incident has happened at the end of the day to ensure that children are not unfairly penalised.

- If the behaviour continues, or if a significant behaviour incident occurs, the teacher may call for the Deputy Headteacher, Assistant Headteacher or Phase Leaders using a purple hand for behaviour. The Deputy Headteacher may ask the parents into school for a behaviour meeting. At this stage it may be decided that an Individual Behaviour Plan with a reward chart or a Behaviour Report is necessary. This will be reviewed regularly to ensure progress for the child.
- The child may also be referred to the pastoral team for further investigation and/or counselling. This may include referrals to agencies external to the school for support.
- If poor behaviour continues or escalates, then the Headteacher will take appropriate action. This could involve the use of outside agencies or in some circumstances Exclusion. For Further detail on exclusion, please see section 6.

- If children in the Reception classes are in red, a school adult will have a conversation with the child about their behaviour and what they need to do to improve to move out of red. If their poor behaviour continues or escalates, they will have time out in the partner classroom. If their poor behaviour continues further, they will have time in the Assistant Headteacher's office. It may be appropriate for children in red to miss part of their lunchtime.

As with children from Y1 and above, EYFS children who are in red will tick their names in the behaviour book with adult support. If a child is in red twice in one week, (during any part of the day) the teacher will inform the parents either in person or with a phone call. The child will also be referred to the Assistant Headteacher/Phase Leader for a discussion about how to improve their behaviour for learning.

If a child is in red for a further time that week or is in red twice for two weeks consecutively, the teacher will tell either the AHT or DHT so that communication with home can be escalated.

5.6. **Playground Behaviour**: When a pupil is disruptive on the playground, the following procedures may be used by supervising adults on the playground including dinner ladies.

- Oral warning with a clear description of what has gone wrong and how their playground behaviour can improve.
- If behaviour doesn't improve, time out for 5 minutes either standing next to the adult or with their back to the wall. Lunchtime supervision staff will write the name of the child in their behaviour book.
- If the child fails to comply with this, it will be considered a serious incident and they will not be allowed to be on the playground during either lunchtime or playtime for a week. If the incident occurred during playtime, they will miss the next five playtimes. If the incident occurred during lunchtime, they will miss the next five lunchtimes. The Deputy Headteacher will be informed and a phone call home made. During this cooling off period, they will sit outside a senior leader's office.
- The Pastoral Lead will monitor the lunchtime supervisors' behaviour books. Children who are recorded in the book more than two times in a week will be notified to the Deputy Headteacher who will counsel the child on their behaviour and may well ask teachers to inform parents.
- If the behaviour is considered to be significant, the adult will inform a senior leader or the Pastoral Lead immediately. The incident will be investigated and sanctions detailed in 5.7 applied.
- For children who are regularly disruptive at lunchtime, school may discuss with parents the need for the child to be collected for the lunchtime period.

5.7. Staff members may use the following sanctions if the child's behaviour for learning or playground behaviour falls short of that expected. Examples of such behaviour may be found in section 5.3.

- Being asked to repeat work of an unacceptable standard.
- Being asked to repeat tasks like lining up, sitting and entering classrooms/hall.
- Being placed on report
- Being taken off the playground at playtime or lunchtime. This may be for a series of consecutive days.
- Loss of privileges e.g. non-academic school trips.
- A written task, e.g. a letter of apology or lines.
- Time out in the playground.
- Being moved to a separate table/space including the red cushion in Nursery.
- Being sent in, with an adult, to get changed from PE if behaviour makes the child unsafe
- Being referred to a senior leader.
- Exclusion
- Time in a different classroom which may include a different key stage
- School based community tasks e.g. litter picking, classroom tidying, removing graffiti, clearing up.

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

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

5.10. 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.

5.11. At times it may be appropriate for the teacher to use a whole class sanction. Such cases will be rare and the sanction of a short duration, relating to generalised low level behaviour.

6. Exclusions

6.1. Exclusions at Cotteridge school are very rare and will only be used after thorough investigation. The Headteacher and Governing Body implement the Birmingham Local Authority guidelines on fixed term and permanent exclusions.

6.2. The decision to exclude is ultimately the Headteacher's decision although advice may be taken from the behaviour co-ordinator or other members of SLT.

6.3. If a serious behaviour incident occurs a fixed term or a permanent exclusion may be used as a sanction. Examples of when such a sanction may be appropriate include:

- Assault of another child or member of staff.
- Threatening and aggressive behaviour towards another child or member of staff. **which may include taking action to deliberately infect a child or adult with a disease including Covid 19. This could be by deliberately coughing or spitting on a child or adult**
- Damage to School property.
- Defiance and refusal to follow school rules.

This is a non-exhaustive list and each incident will be investigated on its own merit.

- 6.4. In the event of any type of exclusion, the headteacher or the rest of the SLT 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.
- 6.5. Fixed term exclusions can vary in length and can be from 1 day up to 15 days.
- 6.6. The Headteacher has the ability to permanently exclude a pupil who has behaved in manner consistent with a serious incident as described in section 6.3 or who is a persistent offender.
- 6.7. Permanent exclusions will be considered by the governing body for authorisation.

7. Behaviour Support

7.1 Cotteridge Primary School recognises at some children will need behaviour support.

7.2 The pastoral team will work with the senior leadership team to provide a holistic view of the child and to support children with the following services

- 1:1 counselling
- Supporting children in lessons
- Social groups
- Lunchtime club

7.3 Some children with behaviour needs will need an Individual Behaviour Plan which will be managed by the Deputy Headteacher and reviewed regularly with parents.

Individual Behaviour Plans may well include sticker or other reward charts designed to encourage good behaviour.

7.4 Other support which may be appropriate for children with behaviour needs could include:

- A part time timetable. Reduced timetables will be of a temporary nature and will work towards full time education.
- Having lunchtime at home. This will be appropriate when the child finds behaviour during unstructured times a challenge.

8. Monitoring and review

- 8.1. This policy is monitored for effectiveness by the Headteacher, the deputy Headteacher and pastoral care team, and will be reviewed every two years.
- 8.2. The Deputy Headteacher will complete a behaviour review twice yearly which will involve:
 - A learning walk which will focus on children's behaviour and whether rewards and sanctions are being used appropriately.
 - The learning environment- Are zone boards, school rules and behaviour displays in place and being used correctly?
 - Enhanced provision: Are behaviour plans/ report cards being adhered to and reviewed regularly?
 - A pupil/staff survey to gather views on behaviour.

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HOME SCHOOL AGREEMENT

Child's Name.....

Class

The school will always try to:

- Keep the children in a happy and secure environment.
- Provide a curriculum which is broad, balanced and to which all children have access.
- Encourage the child's interests within the school curriculum and beyond.
- Inform parents of their child's progress, new initiatives in education and alterations to school policies.
- Provide opportunities for parents to be involved in the work of the school.
- Tell parents of behaviour that is causing concern.
- Celebrate children's successes with their parents.
- Recognise and value parental support and involvement in their child's education.

Headteacher signature:

Parents or Carer will always try to:

- Make sure their children arrive, appropriately dressed, before school starts.
Doors are open between 8.45am to 9.00pm.
- Make sure children attend regularly and provide notes to explain absences.
- Participate in parent's consultations to discuss their child's work.
- Encourage their child to complete homework and given tasks.
- Inform school of problems or concerns which may affect their child's progress.
- To support the school in correcting unacceptable behaviour and work with school to promote good behaviour.
- Inform school of changes to contact telephone numbers, changes of address and circumstances.
- **Inform school of Covid-19 test results.**

Parent/Carer signature:

Children will always try to:

- Work hard and to a good standard, without disrupting others.
- Show politeness and helpfulness to all.
- Return homework, library books etc. on time.
- Follow school rules.

Pupil signature:

The Cotteridge Code



Every child has the right to learn in a positive and supportive classroom with their learning not disrupted by others.

We are always friendly and show respect to others and their property.
We always listen carefully to others and follow instructions first time.
We keep our hands and feet to ourselves.

We will use our own stationery packs sensibly.

We are always ready to learn, using our time wisely and working hard at all times.

We will not use bad language.

We will wash our hands regularly.

Children will respect those working in our building by walking quietly in corridors and on stairs.

We will use the one way system around school in the junior building.

Whether on the playground or in classrooms, children will line up in register order.

In Key stage 2, when invited to do so by an adult, children will take their seat in the classroom.

We will keep to our playtime playground whether that is the infant playground, junior playground or the social area.



ACCEPTABLE USE AGREEMENT

E-safety rules

At Cotteridge Primary School, pupils **are expected to**:

- Only use ICT on the school premises for studying purposes.
- Use the class or school e-mail address when sending or receiving emails.
- Only open email attachments from people known to them or people who the teachers have approved.
- Make sure ICT communication with other pupils and adults is polite and responsible.
- Be responsible for their behavior while using ICT.
- Inform their class teacher of anything they see online which makes them feel uncomfortable.
- Understand that their use of ICT can be checked and that parents/carers will be contacted if a member of school staff is concerned about a pupil's e-safety.
- Be careful when using computer equipment and treat it with respect.
- Abide by the rules regarding bringing personal devices into school.
- Seek the advice of a teacher before downloading material.
- Be safe and responsible while using these valuable resources.

Pupils will **not**:

- Try to bypass the internet settings and filtering system.
- Share passwords.
- Delete or open other people's files and documents.
- Use other people's accounts.
- Send any content which is unpleasant. If something like this is found, such as **inappropriate images or the use of offensive language**, pupils will report it to their teacher.
- Share details of their name, phone number or address.
- Meet someone they have contacted online, unless it is part of a school project and/or a responsible adult is present.
- Upload images, sound, video or text content that could upset pupils, staff and others.
- Try to install software onto the school network.

Parents **will**:

- Support and uphold the school's rules regarding the use of school ICT systems.
- Act in accordance with the school's policy when using the internet in relation to the school, its employees and pupils.
- Only store and use images of pupils for school purposes, acting in line with the school's IT Policy.

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ACCEPTABLE USE AGREEMENT

Parent/carers signature

I can confirm that I have discussed all of the e-safety rules with my child and have understood that the use of ICT, including the internet, email, mobile, social networking etc. has become a crucial part of learning. My child agrees to follow the e-safety rules and to support the safe use of ICT at Cotteridge Primary School.

If you have any concerns or would like some clarification, please contact your child's class teacher.

Child's name

Parent/carers signature

Child's class Date

Type of incident:
Date: _____ Time of incident _____
Name of child/ren _____
Please write up your report of the incident; what happened, who was involved, action taken – please report the facts, not opinions. Sign and date immediately below the written report to indicate end of report. <u>INCIDENT REPORT</u>

Signed: _____

Date: _____

Action/Outcome

Signed: _____

Date: _____

