



BEHAVIOUR FOR LEARNING POLICY

1. INTRODUCTION

This policy has regard to the DCSF guidance Safe to Learn: embedding anti-bullying work in schools (DCSF-00656-2007).

Northbrook Primary Academy aims to be an exceptional learning community with high expectations of achievement, attainment and behaviour through;

- High expectations
- Ensuring that all children with a variety of needs and abilities can achieve their best
- Developing happy, successful and motivated children
- Motivating and inspiring the community to make learning irresistible, fun and lifelong for the children, families and staff at Northbrook Primary Academy

Our core values drive everything that we do at Northbrook including our behaviour for Learning.

- Respect for all
- Love of learning
- Fun & Happiness
- Friendship & Family
- Skills for life
- Growth & Development
- Courage

Children learn best when they are happy, secure and clear about what is expected of them in all aspects of life and when they are encouraged, consistently, to behave well. At Northbrook Primary we encourage and expect high standards of behaviour from and towards everyone. We realise that the great majority of children enjoy learning, work hard and behave well.

These children must be recognised and rewarded.

The challenging behaviour shown by a small number of children is often the result of undeveloped language and communication skills, social skills or emotional intelligence. These children must also be recognised and, whenever possible, rewarded. They must also be supported in order that they may develop skills which will enable them to manage and improve their behaviour. When dealing with aspects of behaviour we will separate the child from the behaviour and focus talk around the 'behaviour'.

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 at Northbrook, these relationships must be developed and supported.

Rather than focusing 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. BEHAVIOUR WHICH WE EXPECT AT NORTHBROOK PRIMARY ACADEMY

All members of the Academy community are expected to behave in a responsible manner, showing consideration, courtesy and respect both to themselves and others at all times.

We expect everyone to;

- Respect other people's property
- Be polite when talking and listening to others
- Recognise the contribution they can make to the Academy
- Co-operate with others within the Academy
- Show respect for each other emotionally and physically
- Offer appropriate verbal comments, taking into account accepted social conventions
- Take pride in the Academy and work positively on its behalf
- Praise the achievements of others and listen with respect to their opinions and ideas
- Demonstrate a willingness to become actively involved in all areas of Academy life
- Value the physical environment of the Academy
- Resolve difficulties through discussion and assertiveness rather than aggression
- Treat everyone with equal respect
- Take responsibility for their own behaviour and act as an appropriate role model at all times

Principles and Expectations

The principles and expectations are encapsulated by our overarching value of 'Respect for All' that is known and understood by the whole community.

- Respect Yourself
- Respect Others
- Respect each other's individual needs
- Respect Our Academy and Our World

The observable behaviours that support our respect value have been translated into Academy expectations, negotiated with and understood by all pupils, clearly displayed in all classrooms, consistently, insistently and persistently applied for every pupil, every session, every term.

Northbrook Expectations

- Walk all the way in school, every day
- Kind hands, kind feet, kind mouths
- No rough stuff
- Always be honest, kind and fair.

- Always be good and willing to share.
- Single file, left hand side.
- Treat others the way you want to be treated.
- Find a bin and pop it in.
- We take care of each other, our Academy and our world.
- Please be curious and ask why, it can make you smarter if you try.
- Be prepared and ready for the day ahead.

In addition, each class teacher is expected to devise their own classroom agreements in consultation with the children at the beginning of the year. This agreement, will not change the Northbrook Expectations, rather expand on them and show what each rule means to the class. The rules in the plan should be few, visibly displayed in the classroom, regularly taught and reviewed at the beginning of each half term.

3. HOW TO ENCOURAGE GOOD BEHAVIOUR AS TEACHERS

At Northbrook we agree:

- To make clear our high expectations of good behaviour.
- To treat all children fairly and with respect.
- To raise every child's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum that engages and motivates all children
- To create a safe environment
- To use rewards, guidelines and sanctions clearly and consistently.
- To be aware of each child's individual needs and manage their behaviour accordingly.
- To be an exemplary role model.
- To work hard to form positive relationships with all families
- To recognise that each child is an individual.

At Northbrook Primary to ensure minimal disruption we place more emphasis on positive reward rather than negative sanctions. All children will be eligible for appropriate rewards, which will be awarded for behaviour, organisation, effort, attainment or excellence.

The overall aim of the reward system is to encourage all children to reach their full potential in terms of both behaviour and attainment.

We will reward positive behaviour using the rewards below;

- By giving deserved praise
- By displaying positive gestures and body language – attention, smiles, thumbs up etc.
- By giving positive feedback for achievement and effort
- By using stamps to highlight good effort or attainment
- By awarding children positions of responsibility such as class monitors, message takers etc.
- By sending positive notes home
- By telephoning parents to share positive behaviour, attainment or effort
- By public recognition in assembly

BEHAVIOUR FOR LEARNING POLICY

- By visiting the head of school
- By having work displayed in the classroom and around the Academy
- Awarding house points
- Awarding 'Golden Time' minutes
- Assemblies will also be used to celebrate bronze, silver and gold stars

We have devised a whole Academy system to reward good behaviour comprising:

'Reach for the Stars'

These are the rewards that are given for consistent good behaviour, shown by always following the Northbrook Expectations.

It is a sequential system of Bronze, Silver and Gold stars (including Gold 2 and beyond) that are awarded for individual achievements within the Academy either through their work or behaviour. We follow a personalised approach for rewarding the children to allow us to recognise and appreciate our children's individual strengths.

Stars are earned in different ways as appropriate to a child's stage of development:

Early years/KS1: One point is awarded daily for keeping their Northbrook Expectations. Additionally they can earn points in recognition of personal achievements linked to Academy values as and when they occur.

KS2: One point is awarded daily for keeping their Northbrook Expectations. Additionally, children earn extra points for individual achievements that go beyond these promises. Stars are awarded for achieving an agreed points threshold.

Bronze - 50 points	Receive Bronze sticker from the class teacher Certificate goes to Head of school Office Name goes on the newsletter Postcard is presented in assembly
Silver - 100 points	Receive Silver Sticker from the class teacher Certificate goes to HT Office Name goes on the newsletter Postcard is presented in assembly
Gold - 175 points	Receive Gold sticker from the class teacher Certificate goes to HT Office Name goes on the newsletter Postcard is presented in assembly

Gold 2 - 300 points	Receive Gold sticker from the class teacher Postcard goes to HT Office Name goes on the newsletter Postcard is presented in assembly Special group reward at end of the year
---------------------	--

Class Rewards

These are used to reward good work and behaviour directly in class. Class teachers will differentiate this system to meet the individual needs of their class.

Golden Time

Golden Time has been included in each KS1 & 2 class's weekly curriculum, as part of our Academy's positive behaviour policy. With Golden Time, children are rewarded for behaving well throughout the week. Every child starts each week with all of their Golden Time minutes. Allotted periods of Golden Time can be lost and re-awarded depending upon a child's behaviour choices.

4. POSITIVE PLAYTIMES

Each day in Key Stage 1 and 2, a selection of activities are available on the playground. Children are encouraged to be positive role-models for their peers and also to take responsibility for their chosen equipment/resources. Children have access to our adventure play area to develop their physical skills, a quiet area for those children who like to read/draw etc and a stage area for those who like to perform.

To support behaviour on our main playground and to encourage children to actively participate in games, we have a trained team of **Peer Mentors and Buds**. These children range from Year 1-Year 6. They are chosen because they lead by example in terms of behaviour and they receive training from Academy staff to develop them in their role. Their responsibilities include reminding children of the **Playground Promises and Dining Hall Promises** (see below) and supporting children in widening their circle of friends.

Teaching and non-teaching staff, providing supervision at playtimes and lunch promote positive behaviour at lunchtimes.

Playground Promises

- We look after each other and play safely
- We follow instructions straight away
- We show respect for people, property and our Academy grounds
- We stop and stand still when the whistle blows
- We take care of equipment
- We say sorry if we hurt or bump into anyone
- We ask children who are on their own to join our games

5. DINING HALL PROMISES

- We come into the dining hall only when our class has been called
- We find a seat and stay there until we have finished our lunch
- We eat our meal with good manners
- We remember to say please and thank you
- We listen to the adults keeping us safe
- We never waste food or throw it on the floor
- We remember to talk quietly so that no one needs to shout to be heard
- We remember how grateful we are to have food everyday

Play Leaders

Play Leaders help and support all children to play fairly and care for each other and include everyone in their games. You have to be a good role model to be chosen to be a Play Leader. Play Leaders show respect to all and are positive, cheerful people.

The 'Welcome In'

The "Welcome in" is a designated area for children who sometimes find a whole lunchtime outside a challenge and benefit from time inside with a member of staff working on other activities. The Pastoral Team will make the decision over who is allowed to attend.

6. SANCTIONS

With the support of all staff, children will be encouraged to take full responsibility for their own behaviour. They will learn how to make appropriate choices and how to accept consequences.

In order to make the children value the system of dealing with inappropriate behaviour, it is vital that all children are treated fairly and have an opportunity to explain the situation from their point of view, before the adult makes any judgement. The child should be reminded that they have the opportunity to move back up the behaviour ladder when they change their behaviour.

To be effective, sanctions should be used sparingly, but be the inevitable consequence of off task or unkind behaviours. When sanctions are applied the reasons for them will be explained clearly to the child either at the time or as soon as possible afterwards. They should range from the least intrusive to the most intrusive to have an effect and must be applied consistently but flexibly. They should never be humiliating or out of proportion to the incident that triggered them.

Approved by: Mrs Christine Adams (Executive Headteacher)
Date: September 2020
Policy Review to be undertaken September 2021

APPENDIX 1 - BEHAVIOUR LADDER

The behaviour ladder is used across the Academy as a visual reinforcement of our expected behaviour.

Teachers manage classroom behaviour in an inclusive, encouraging and professional manner. Our aim is always to keep the student in the room and engaged in learning. Various 'Behaviour for Learning' techniques are employed to involve students in their learning when they are veering off task.

Examples of positive behaviour learning techniques to use at stage 2 on the ladder include:

- Tactical ignoring (occasionally reacting too soon can escalate a situation that may have resolved itself)
- Check understanding
- Praise others nearby for 'doing the right thing',
- Non-verbal warning – look, glance, raised eyebrow,
- Re state expected behaviour to class,
- Proximity – move closer without saying anything specific,
- Refocus – (ask question about the task, give further instruction/ comment/ praise),
- Distract or diffuse by asking general questions,
- Re state simple directions,
- Give simple clear choices,
- Clarify expectations to specific child or group,
- Loss of points / dojos /golden time minutes
- Allow take up time,
- Move to sit on own in class.
- Verbal warning,

It is our aim that in dealing with difficult behaviour, children and parents feel supported at all times. Parents are seen as partners, working with the Academy and their children, to achieve a common goal.

Adults in the Academy seek to minimise the opportunity for pupils to misbehave through consistently seeing through sanctions and ensuring that consequences follow poor behaviour. Children will not be left sitting in any class or area of the Academy unsupervised. A member of staff will always be present to supervise.

The following is a list of severe unacceptable behaviours that the Academy can take action on, including exclusion. All severe behaviours should be referred straight to the Pastoral Support Team and the Headteacher or a member of the SMT in their absence. They should be recorded by the Pastoral Support Team (PST) or the Head of School on CPOMs and should be shared with the child's parents during a meeting with a member of the (PST ,parent/carer and child present.) CPOMs will be shared with other members of staff and agencies who work with the child as necessary.

- Racist remarks
- Physical violence
- Verbal abuse/swearing
- Theft
- Wilful damage to property
- Continual disturbances in the classroom/areas of the Academy
- Refusal to carry out appropriate tasks linked to the curriculum
- Running out of class or Academy without permission

Strike System in Year 6

In Year 6 children will have an additional 3 strike system that will be applied and will result in the loss of treats such as trips, discos, visitors or attendance at clubs.

Hate Incidents

Discrimination or harassment which is based on someone's race, nationality, faith, sexuality, disability or gender identity are collectively known as **hate incidents**. These must be reported to the Head of School who will follow procedures as well as informing all sets of parents involved and the governing body as necessary.

Physical Restraint

If an occasion arises where, in the interests of their own or others' safety, a child needs to be restrained then staff will follow current guidelines and ensure that they have written a report on CPOMs. The Head of School will be informed of all such incidents and parents notified.

Pupils with Special Behavioural Needs

Whilst it is acknowledged that the vast majority of pupils conform to the agreed rules of our Academy community and enjoy the benefits of this, there may be a few who for whatever reason consistently act irresponsibly. These children will need a behaviour plan that will be set up by the pastoral support team, parents will be involved in forming the behaviour plan and the child's behaviour will be unpicked together so that appropriate targets and guidelines can be put in place. sometimes it will be appropriate to apply for an EHCP for a child, parents will be fully involved in this process.

Bypassing Stage 3

Each term there will be a list of children sent to class teachers that will identify those children that will bypass stage 3 on the behaviour ladder and go straight to the pastoral team in the 'Reset Room'.

Nurture base

A Nurture style base is also available from 8.40 - 9.00 in the morning and every day in the 'Welcome in'. Children allowed to attend this will be decided by the PST.

Support for Families

The Academy acknowledges that parents may need help and support with the behaviour of their children. Lines of communication at Northbrook Primary are readily open through parents meeting with teachers and the PST. When it is appropriate, the Academy refers parents to external agencies for support. We ensure clear communication takes place between Academy and home where health professionals are involved and where medication for, for example, ADHD has been prescribed.

DETENTIONS

Detentions are used for a variety of reasons:

- Lunchtime detentions given by class teacher following removal to another class or the Reset Room or by PST / leadership Team.(e.g. for removal from lessons, behaviour playtime and lunchtime) **It is the Class teacher's responsibility to email the PST and the Leadership Team about a detention that has been given.**
- After Academy detentions given by Leadership Team or PST e.g. for failure to attend lunchtime detention, escalation of other sanctions)
- Class teacher detentions at break time in the classroom for (for incomplete work, lack of homework)
- A record will be kept by the PST of children that have been given a detention.

After Academy Detentions

Detentions can be imposed after Academy. It is the responsibility of the parent to arrange transport home if an after Academy detention is issued.

The Academy will give parents at least 24 hours notice of an after Academy detention by phone or in person. Discussion will take place regarding;

- why the detention is being given
- when it is to take place
- where it is to take place
- and how long their child will be required to remain at Academy.

Parental Objections

- Parents may object to the detention. The Head of school or another teacher authorised by the Headteacher, has the full authority to:
 - withdraw the detention;
 - defer it or reorganise to a different time
 - continue with it

In determining whether a detention outside Academy hours is 'reasonable,' the Academy will take into account whether the child's parents can reasonably make suitable travel arrangements. The Academy will negotiate with the parent about the provision of reasonable travel arrangements. There is no right of appeal to the Governing Body, but parents can

complain about the detention under the Academy's normal complaints procedure. The Governing Body, however, cannot overturn a decision to proceed with a detention

Failure to Attend Detention or Internal Exclusion

If a child fails to attend the sanction, the Head of school/ PST will determine how to deal with the original misbehaviour and the absence. So long as the new sanction is proportionate, a more severe sanction could be imposed.

Lunchtime Detentions

Lunchtime detentions will last for 15 minutes for a KS1 child and 30 minutes for a KS2 child to enable time to get their lunch. A lunchtime detention will be given if a child has reached **stage 3** and has been sent to the year group leader / Phase leader. If a child reaches **stage 4** or the flashing light level a lunchtime detention may be given at the discretion of the PST or the Head of School.

Serious Incidents

If a child commits a serious incident then the stages outlined above may be bypassed with the Headteacher recommending fixed term exclusion, or in very serious cases permanent exclusion.

Examples of serious incidents are outlined below although this is not an exhaustive list:

- Extreme incidents of physical and verbal abuse
- Threatening or intimidating behaviour
- Leaving the Academy site without permission
- Persistent Bullying
- Being in possession of aerosols, a weapon, pornography, matches, drugs, alcohol

Vandalism and theft

Anti-social behaviour in the local area or on social media when in the Academy uniform, representing the Academy or easily identifiable as a student of the Academy will result in the Academy supporting members of the community in prosecution of the offenders. This includes any poor behaviour in these circumstances, e.g. on Academy trips, to and from Academy and on public transport

Exclusions

An internal exclusion will usually take place in the 'Reset Room'. During that time the student will be isolated from their peers. At lunchtime students will be escorted to and from the dining hall if they need to purchase a lunch at the end of lunchtime. They are not allowed out at breaks but they will be allowed comfort breaks.

Where possible, they will then complete the work they would have been doing in class.

When the child returns to class is dependent upon their readiness to learn.

BEHAVIOUR FOR LEARNING POLICY

In the event of an internal exclusion parents/carers will be contacted by the PST / a member of the Leadership Team.

Serious offences, whether one-off or repeated may be converted to a permanent exclusion if the Headteacher or designated person deems such a response to be appropriate. It will be a reasoned decision and will take into account all factors surrounding the offending behaviour. In the event of an external exclusion, parents/carers should collect the child from the Academy office and have a meeting with a member of the Leadership Team.

Records of internal and external exclusions will be kept on CPOMs and recorded by the person who dealt with the incident

Breaktimes and Lunchtimes

We operate a system of 'Move in' for any child breaching the break time / lunchtime rules. The Academy policy on behaviour is clear, we do not tolerate violence, racism, damage to Academy property, or rudeness towards staff/ignoring staff.

Should a child warrant 'Move in' they will be sent/brought to the member of the Pastoral Support Team on duty in the 'Reset Room'.

Lunchtime and Breaktime Behaviour Guidelines

Polite Reminder
Warning
Move Away (sit on a bench for 5 minutes)
Move in (child taken to the Pastoral Support Team member on duty in the Reset Room/or if child refuses to move in, Teacher to be called) 'Welcome In' is not to be used for this purpose

APPENDIX 2 - TO BE USED AT LEVEL 4 BY THE PASTORAL TEAM

My Behaviour

Name: _____ Date _____

Class: _____

I had to go to the 'Reset Room', miss some of my own time and talk to someone from The Pastoral Support Team.

The rule/rules I broke are: (tick the box)

1. We move safely around the Academy
2. We are kind and polite
3. We are ready to learn and do our best
4. We look after each other and our Academy
5. We listen to all adults in the Academy
6. Other - (Write it in the box)

What happened:

I've had a discussion about what I did and I'm going to make better choices now tomorrow will be a good day!

APPENDIX 3 - TO BE USED AT LEVEL 3, BY CLASS TEACHER OR TEACHING ASSISTANT

My Behaviour

Name: _____ Date _____

Class: _____

I had to leave the lesson today, miss some of my own time and talk to someone about my choices.

The rule/rules I broke are: (tick the box)

1. We move safely around the Academy
2. We are kind and polite
3. We are ready to learn and do our best
4. We look after each other and our Academy
5. We listen to all adults in the Academy
6. Other - (Write it in the box)

What happened:

*I've had a discussion about what I did and I'm going to make better choices now
Tomorrow will be a good day!*