Lee-on-the-Solent Junior School

Behaviour for Learning Policy

Review Date:	June 2021
Signed by Chair of Governors:	
Signed by Headteacher:	

STATEMENT OF PRINCIPLES

As a community we have high expectations of behaviour and achievement for all.

This policy aims to ensure consistency in the way all staff, pupils, parents and carers promote Behaviour for Learning in the classroom and throughout the school. It is based on clear values of mutual respect, fairness and inclusion.

It promotes building positive relationships and self-regulation, respect for others and the importance of actively listening to all members of the school community.

It is relevant to every member of the school community and is inclusive of existing Anti- Bullying, Attendance, Equality, Exclusions and Staff Conduct policies.

As per the DfE Guidance, *Behaviour and discipline in schools: Advice for Headteachers and staff 2016,* this policy applies to pupil behaviours throughout the journey to and from school, whenever wearing school uniform and identifiable as pupils of the school, and when off site on school trips and events. Furthermore, it applies to behaviours at any time, whether in school or not, that could affect the school's reputation or orderly running, or pose a risk to the wellbeing of other pupils or members of the public.

Rationale

Above all, positive, professional relationships with pupils are the key to positive behaviour for learning. Behaviour for Learning needs to be taught, reinforced and reviewed. Behaviour for Learning is, as it suggests, behaviour that allows for and encourages learning to take place. Good behaviour in our school should be modelled and rewarded and facilitated by excellent classroom practice which recognises individual need.

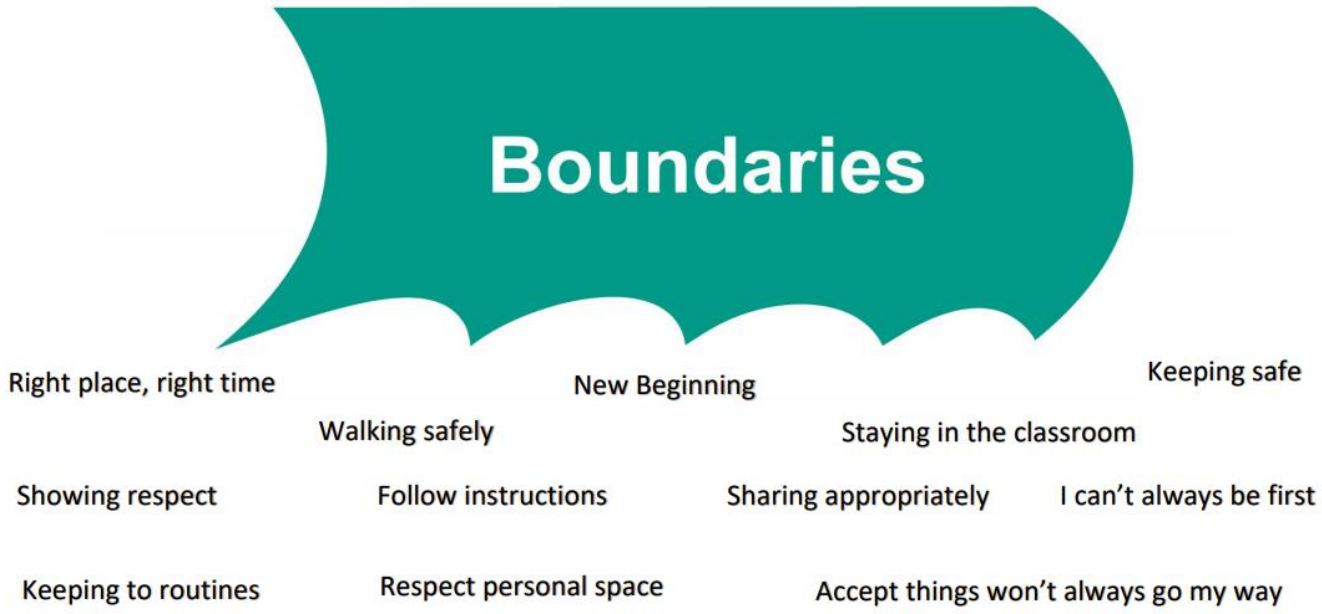
Good behaviour is fundamental to success in the classroom; success for both pupils and teachers. Good behaviour most often results from a well -planned and imaginatively delivered curriculum that inspires pupils to actively engage and learn, ask questions, debate, enquire and challenge themselves.

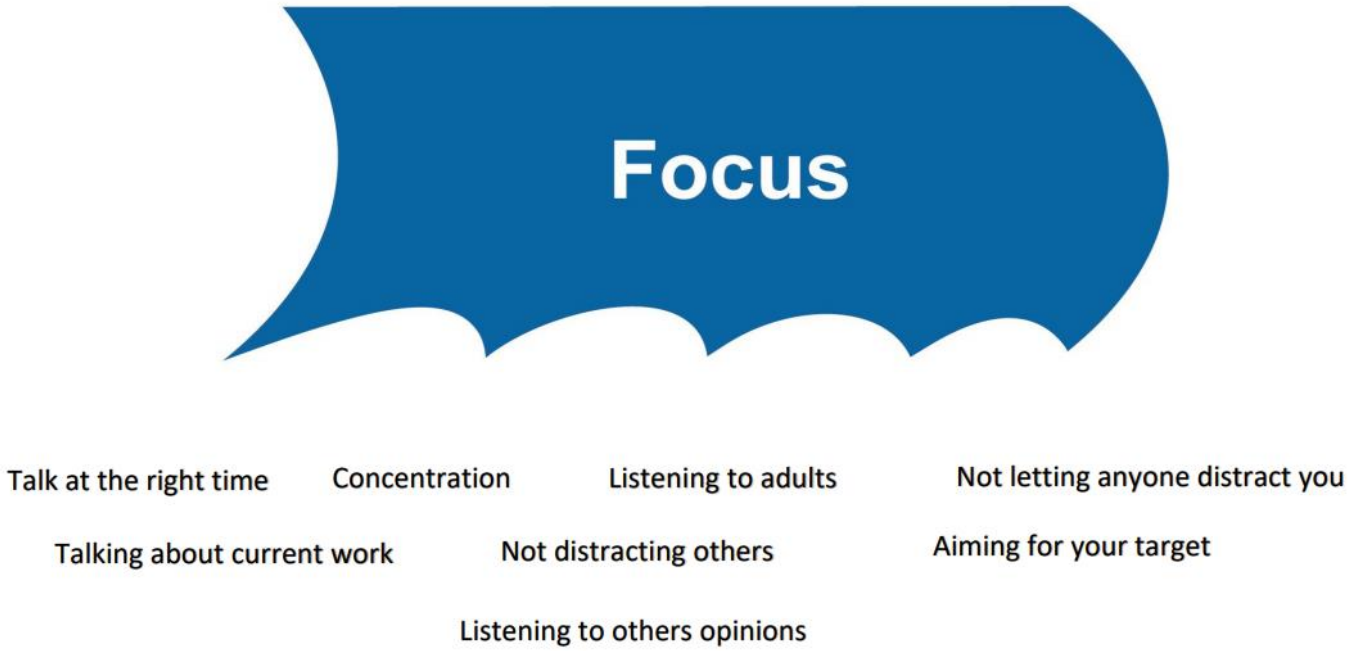
Pupils learn best in an ordered and positive environment. This can be achieved when expectations of learning and behaviour are clear and rewards and sanctions are followed through and applied fairly in relation to individual need and capacity. The self-esteem and engagement in learning for all pupils is nurtured by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the school community and the importance for all staff of enabling pupils to respond and conform to clear and consistent classroom routines and expectation. This is interwoven with a culture that both celebrates success and recognises and rectifies mistakes made.

Managing behaviour for learning is a partnership. Staff must ensure that parents/carers are well informed by effective dialogue between school and home and any other members of a team around the child.

Our Sails Values:





Independence

Asking when you need help

Working hard

Knowing when/when not to ask for help

Knowing who to ask for help

Using resources to help you

Accept responsibility for your own actions

Trying hard to do your best

Perseverence

Self-determination

Being prepared for learning

Positive mental attitude → Self-reliance

Ask for things I need

Starting & completing work on your own

Confidence

Resilience

Determination

Pursuance

Keep going

Keep trying

Working hard

Not giving up

Building skills

Trying our best

Accept mistakes

Accept compliments and criticism

Accept consequences

Seek guidance

Stay calm

Purposefulness

Respect

Listening to grown-ups

Consider others

Treat others as you would like to be treated

Polite (speak nicely)

Empathy

Take care of property

Accept consequences

"Owning it" even if you've done wrong

Use equipment safely & independently

Be where I need to be

Respectful to the environment

Self Regulation

Asking for time-out when needed

Accepting decisions of adults

Waiting patiently

Turn taking

Respond appropriately

Sharing your feelings

Self-controll of your own emotions

Understanding what is making the right choices

Behaviour for Learning

Adults are responsible for implementing classroom routines, objectives and strategies for behaviour for learning, as they do for class work.

In successful lessons the principles of Lee-on-the-Solent Junior School Sails are clearly modelled by everyone in the room.

Proactive Strategies

- Weekly 'Lee-on-the-Solent Junior School Sails' assemblies, focusing on one aspect of the code of conduct which is then followed through and reinforced in daily in class
- Teaching morality as an explicit focus, and rehearsing the making of good decisions.
- To prepare pupils well for each day ahead and to reflect on their behaviour around school
- Providing a range of therapeutic interventions, social skills and peer support groups
- Awarding Sails, allowing reflect to reflect on their achievement and discussing this with them.
- Profiling of pupils through the EHCP, SIMS, knowledge of the pupils and other agency reports, leading to individual strategies and provision in class to support teaching and learning. Sharing this via initial Pupil Profiles *Staff are expected to familiarise themselves with these and any updates issued via emails and staff briefings*
- Recognising outside influencing factors on behaviour and supporting pupils in accessing support, developing resilience and using approaches to manage their behaviour at times of anxiety and stress. This approach to behaviour enables us to minimise occurrences of disruptive behaviour.
- Providing PE kit for pupils where this regularly causes conflict

Reactive Strategies

When pupils follow 'Lee-on-the-Solent Junior School Sails' this will be recognised. Rewards might include:

- Positive signs, looks and gestures
- Verbal praise
- Sails and Raffle Tickets
- Lee on the Solent school sail for, Boundaries, Resilience, Focus, Respect, Self-Regulation, Independence and the Crest Award for achieving all six
- Praise postcards to the pupil or parents
- Letters and phone calls home
- Achievement certificates
- 'Golden' or reward time
- Headteacher awards

Strategies to support pupils in meeting Lee on the Solent Junior Expects include:

- Aversive signs, looks and gestures
- Verbal warnings
- Direction to move seats
- Direction to leave the room briefly (to take time out and reset with support)
- Direction to work in another classroom for the lesson
- Diversion – to an alternative task or activity
- Sensory modulation or relief eg 'heavy work' on the Trim Trail

When this is insufficient, more robust responses may be used which may include physical intervention. Additionally:

- Loss of privileges
- Payback (detentions) - in school time, after school or occasionally on a Saturday morning
- Internal exclusions/isolation (with an adult)
- Report cards
- Fixed term exclusions
- Permanent exclusion

Parents/Carers may be contacted at any time should behaviour interfere with learning in lessons or disrupt the school community.

More Serious Incidents

Staff should ensure that the pupil who is demonstrating extreme behaviour is safe and all other young people are safe; ask for help when needed from any other staff member of staff team.

Pupils in the school are encouraged to use the library space and the outdoor spaces if they require it to calm down.

Removal from a situation can be through Team Teach physical intervention. This is usually when other strategies have been exhausted, if the pupil is a danger to themselves, others, property, or is severely disrupting learning. (see Restrictive Physical Intervention Policy).

Use of reflection time and restorative conversations enable pupils/staff understanding of the incident and to discuss how to prevent incidents from occurring again. It also gives the pupils the opportunity to feel they are being heard.

At Lee on the Solent Junior, exclusion is used as a last resort and is not in itself an effective strategy for bringing about change in a young person's behaviour. What it does do, in some circumstances, is to give the pupil time to reflect and calm down. Equally importantly, for the school to modify what is in place for a pupil and adaptions to be put into place in the physical environment and learning environment to try to prevent further incidents.

The Most Serious Behaviours

At Lee on the Solent Junior, the safety of staff and pupils is paramount. Behaviours which would constitute a serious breach of this policy and therefore trigger consideration of permanent exclusion include:

- Persistent bullying / harassment of pupils or staff – in person or electronically
- Persistent racial offences
- Assault on pupils or staff
- Sexual assault or persistent sexual harassment
- Serious and/or persistent damage to school property

Standard Operating Procedures - For All Staff & Volunteers

Pupils' needs are best supported when good relationships exist within consistent and clear routines and expectations.

- Punctuality is essential for both staff and pupils. We cannot expect pupils to be punctual if we are not
- A warm welcome for every pupil is essential, in particular to late arrivals who may be anxious and should be settled as quickly as possible. Their punctuality can be discussed later
- Where there has been a behaviour incident in their previous session together, staff are expected to make it clear to pupils that the relationship has been reset and there is a fresh start for all
- Pupils should enter and sit at the direction of the teacher
- Behaviour for learning should be reinforced through consistent praise and use of the rewards system
- Lessons should be well planned and scaffolded to enable every pupil to access learning and thereby encourage good behaviour; the Implications for Teaching should be reflected in planning
- At the end of a session the room should be left tidy. If furniture is moved it should be returned to its original position.

Behaviour is to be recorded via on CPoms.

If a pupil absconds from the classroom a member of staff from that lesson must monitor them to ensure they are safe. At these times staff are required to use their professional judgement as to whether a pupil is ready to discuss the problem and their behaviours and they must keep the pupil in their sight at all times. Minutes out of class should be recorded on CPoms and these will make up a 'payback' during a break or lunchtime. If they fail to attend the pupil will complete an after school payback arranged with their parent or carer.

In and around the school

All adults are responsible for maintaining good order throughout the school and for seeing through any issues that come to their attention. This is explicit in the Job Description of every member of staff.

We all have an individual duty to be observant and to respond to unacceptable and/or inappropriate behaviour, in order to maintain a safe learning environment.

Examples of behaviours around school which must be addressed

- Swearing
- Over boisterous or dangerous behaviour
- Running in corridors
- Homophobic, racist or other offensive taunting
- Inappropriate sexualised behaviour, including language, gesture and physical contact.
- Fighting or physical assaults
- Persistent refusal to comply with reasonable expectations
- Bringing any harmful substance or item into school

Responding to Behaviour

At all times staff are expected to demonstrate sound professional judgment based on knowledge of the pupil's profile of need. Strategies and approaches used should clearly reflect this, combined with the context of any scenario.

These are some useful principles which can be applied to most situations:

- Always avoid confrontational language, tone and public demands in front of others. This inevitably results in aggressive and uncooperative responses, or distress to the pupil. It is more effective to take a pupil to one side – often when the initial arousal has reduced
- An approach of 'catching them getting it right' will be adopted
- At all times body language and facial expressions should be positive or at least neutral. It is never acceptable to shout, point, or use other aggressive gestures
- If the pupil does not respond to the above, take-up time and processing time should be given, unless the situation is genuinely urgent and unsafe. 'Striking while the iron is cold' is much more likely to bring about a genuine change in behaviour since, without anxiety and cortisol in the brain, pupils have a higher likelihood of reflecting meaningfully and learning from their mistakes
- Acknowledgement of behaviour can take many forms; sometimes a look, a reminder of the expectations or a little humour can bring pupils back to where they need to be. Rarely is a stern or authoritative intervention effective with pupils who have, typically, high anxiety, poor language skills and slow processing speed. In fact, this can be viewed as provocative and unhelpful
- Using the minimum of language, a calm explanation of the impact of the behaviour on others and/or the rationale for the direction should be given
- Pupils should never be threatened, although warning of possible consequences is reasonable when delivered in a supportive manner. Beware of the chasm between what you think you have transmitted and what has actually been received
- Pupils should be clear that all incidents will be followed up in due course, and this should be seen through by the staff member using the minimum level of response articulated in the policy
- When confiscating banned items, if the relationship does not enable the pupil to hand them over, staff must insist firmly and assertively but never grab or snatch. If a pupil refuses to hand something over the incident should be referred to a School Leader for support. See Appendix A *Searching and Confiscation*
- Pupils who refuse to allow any item declared contraband by the school eg mobile phone may be asked to leave the school site, on the basis that this is a condition of admission on any given day

Record Keeping

Having dealt with an incident it **must** be recorded using CPoms, as soon as possible after their occurrence. This will be monitored by SLT.
Recording information is not a proxy for seeing through incidents oneself. Adults who wish pupils to respect their authority will need to make the investment in establishing that authority – as part of developing effective, secure relationships. This will sometimes mean providing catch up times or ensuring that consequences are clearly connected to undesirable behaviours. This is proven to be ineffective when delegated away from the individual.

Failure to record promptly and accurately using the proper procedures by any grade of staff will be viewed as a conduct issue.

- In the case of more serious incidents, it is possible to request support from senior leaders who will consult with staff about the intervention required, and usually reflect with them later about what could have been done differently
- If any incident has involved a physical intervention this must be reported immediately to senior staff so that they can oversee the informing of parents before the pupil leaves for home at the end of the day
- All racist, homophobic and sexual incidents must be logged. This is a legal requirement.
- In all cases we must support each other when dealing with incidents of unacceptable behaviour.

Appendix A

Searching Pupils (Appendix B)

- Following the ‘Searching, screening and confiscation’ (Dfe January, 2018) guidance the school can:
  - Search a pupil for any item if the pupil agrees, (it is understood that the ability to give consent may be influenced by the pupil’s profile of need

The Headteacher and the Assistant Headteachers have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - To commit and offence or
  - To cause personal injury to, damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for; in our school this includes mobile phones and other electronic devices.

Please see specific guidance on ‘Searching, screening and confiscation’ (Dfe January, 2018) regarding electronic devices.

The person carrying out the search must be the same sex as the pupil being searched and a witness, also the if possible, the same sex must be present. The search can only be carried out on the school site or where the member of staff has lawful control of the pupil, for example on school trips. Please see Appendix B for further information regarding this. All staff have been given a copy of the ‘Searching, screening and confiscation’ (Dfe January, 2018) and this should be read in conjunction with this policy.

Any search carried out should be done under the guidance of section 9, P10 of ‘Searching, screening and confiscation’ (Dfe January, 2018) (Appendix 2) and only involves removal of outer clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outwear includes hats; shoes, boots, gloves and scarves.

‘Possessions’ means any goods over which the pupil has or appears to have control – this includes school drawers, lockers and bags.

Use of Force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.
- The guidelines on P11-12 'Searching, screening and confiscation' (Dfe January, 2018) should determine how items confiscated will be disposed of in discussion with the Headteacher and the Deputy Headteacher.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

For further information on how to carry out searches, confiscation of all things and specifically statutory guidance for dealing with electronic devices (p13) please refer to 'Searching, screening and confiscation' (Dfe January, 2018)