



Humshaugh First School

Behaviour for Learning Policy

Date Agreed	May 2023
Date to be reviewed	September 2027
Signed	<i>J.L.Long</i>

HUMSHAUGH C of E (Aided) First School

Behaviour for Learning Policy

Our Vision 'Being the good soil, so we can all dream big and flourish'

(Matthew 13.3-8)

These words define who we are as a Church school.

They guide us as individuals, and as a team, and helped support us in developing our vision. We want to be an inspirational school that delivers excellence in learning by being creative, inclusive, grounded in Christian values and preparing children for life's challenges.

To achieve this, we will:

- Create a happy, secure, well ordered and caring community through which we will promote effective partnerships with our local families, churches, schools and the wider community
- Develop self-esteem and nurture each child's individual talents to allow everyone to flourish
- Ensure that a high-quality learning environment is maintained, with both indoor and outdoor aspects forming integral parts of school life
- Provide our children with great learning opportunities in all subjects which are broadly based, firmly rooted in the local area and enabled by excellent teaching
- Encourage everyone to take an active part in the life of our local, national and global communities and to encourage responsibility for the environment

So that:

Humshaugh C of E (Aided) First School will be a school that the whole community is proud of; sustainable, successful and sought after. The children in our church school will be articulate, expressive and reflective, respecting and embracing differences and challenging prejudice and unfairness. They will be supported by a confident and well-motivated teaching team who share a strong belief in all that we are seeking to achieve and who understand their contribution is valued. The outcome will be resilient learners who collaborate well and aren't afraid to try new things. In order to achieve our vision, behaviour for learning in school needs to be of the highest

possible standard. We believe that the behaviour of all children in school is the shared responsibility of pupils, parents and staff. Good behaviour will be taught, recognised and modelled.

Our actions must promote and encourage fairness, care, forgiveness, reconciliation and justice.

Aims

- To create a positive learning environment;
- To ensure a safe, secure and happy environment for all members of the school community;
- To develop tolerance and mutual respect amongst all members of the school community;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To provide a code of behaviour which is fair, consistent and positive.

Guidelines

- All members of the school community must be aware of and involved in the consistent implementation of this policy;
- All members of the school community must accept responsibility for encouraging and maintaining positive behaviour;
- Staff and parents should liaise when a child's behaviour gives cause for concern;
- An agreed set of rules (school code of behaviour), acceptable to both staff and pupils, is promoted (see appendix 3);
- Children should be praised and rewarded for positive behaviour;
- An agreed set of rewards and sanctions is made clear (see below);
- Fairness should always be of paramount importance;
- All adults should be sensitive to the individual needs and personal circumstances of the child;
- A variety of means should be used to develop each child's self-esteem and self-confidence;
- High standards of behaviour are expected to be maintained throughout the day within classrooms, at break times and on school visits.

- Behaviour of pupils on school transport should also be of the highest standard.

Promoting positive behaviour for learning

The Headteacher will:

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Ensure that school rules are clearly understood by all. Staff and pupils should know what they are.
- Ensure that the tariff of sanctions and rewards is displayed in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.
- Model the highest standards of behaviour

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.
- Put in place support for colleagues who are accused of misconduct

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.

- Ensure that staff understand the special needs of pupils and how their social, emotional or mental health needs may impact on their learning behaviours.

Individual pupils

Have clear plans for pupils who may need support to show positive learning behaviours either in the short term or longer term.

- Put in place suitable support for pupils who may need it.

Parents

- Build positive relationships with all parents

Class teachers will:

Classroom

- Meet and greet pupils when they come into the classroom.
- Discuss and agree a code of conduct for their class; ensure that the pupils and staff know what it is and reinforce expectations of pupils using the agreed code of conduct throughout the year.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on display.
- Follow the school behaviour policy.

Pupils

- Have a plan for children who may need support to show positive learning behaviours either in the short term or longer term.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.

- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Rewarding good or positive behaviour for learning:

Rewarding positive behaviours sends powerful messages to those children whose behaviour is less than good. Reward systems are set out in Appendix 1.

Sanctions

- A common system of sanctions is employed across the school. (see Appendix 2)

School Rules

- School rules have been agreed by children and staff. They are outlined in Appendix 3.
- School rules are referred to by all staff

Pupils with additional needs

Individual children may require additional support around behaviour. This may necessitate involving external agencies. Further details can be found in the SEND policy and SEND Information report.

Statutory Powers

- The Education Act (Section 90 of the Education and Inspections Act 2006) gives very clear guidance on what teachers can and cannot do in order to manage behaviour in schools. Further details can be found in Appendix 4.
- The Governing Body is required to provide guidelines to the school about screening and searching, the use of reasonable force and teacher's powers to manage behaviour beyond the school gate. Further details can be found in Appendix 5.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). Appendix 1

Reward systems

1. Verbal praise from staff, smiles etc
2. Each class has a Reach for the stars chart. Children move up the chart when they display good learning behaviours. At the end of the half term, children who have accrued green/gold/platinum awards choose prizes from the selection.
3. Stickers from subject leads
4. Stickers from Headteacher
5. Awards such as rubber ducks and light up stars presented on a weekly basis during Star of the Week assembly (In EYFS, children receive Star of the Day awards).
6. Table of the week awards (lunchtimes)
7. Team points (Class 2 and 3) working towards 'team' rewards
8. Individual reward charts where necessary
9. Individualised rewards programmes linked to areas of interest for those children who need it Appendix 2.

Sanctions

1. Reminder of expected behaviour
2. Moving down the star chart
3. Missing playtime related to position on star chart (A- miss 5 minutes, R- miss 10 minutes)
4. If a child moves to red on the star chart, then they could be sent out to another classroom for 15 minutes. On return, they are moved back up to their starting point on the chart.
5. email or conversation with parents
6. Restorative conversations
7. Individual behaviour plans where necessary with appropriate sanctions and rewards
8. Exclusion for the most serious incidents

At playtimes

1. Incidents at playtime are usually dealt with instantly
2. Children miss 5 minutes of playtime by standing next to the member of staff on duty
3. This can be increased to 10 minutes depending on the severity of the incident
4. For more serious incidents, children should be sent inside to class teachers or the Headteacher

Serious incidents may be defined as follows:

1. Considerable, deliberate, malicious damage to the school or school property.
2. Swearing at an adult or another child with intent to offend.
3. Homophobic, biphobic or transphobic behaviour
4. Racist behaviour
5. Inappropriate physical behaviour towards staff or other children.

Appendix 3

Golden Rule: Treat others as you would like to be treated yourself

- Be kind, considerate and helpful at all times.
- Respect everyone and their things.

Appendix 4

The following guidance is taken from the DfE publication 'Behaviour and discipline in schools: Advice for headteachers and school staff - January 2016'

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.

- Teachers can confiscate pupils' property.

Punishing poor behaviour

What the law allows:

13. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

14. To be lawful, the punishment must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

15. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

16. The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

17. Corporal punishment is illegal in all circumstances.

18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" 7 – see paragraph 21. 7 Section 90 of the Education and Inspections Act 2006 10

24. Maintained schools and Academies' behaviour policies should set out what the school will do in response to noncriminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Appendix 5 The role of governors

1. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

2. Section 88(2) of the EIA requires the governing body to: a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and b. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

3. When carrying out the functions under Section 88(2), the governing body must have regard to guidance issued by the Secretary of State. Paragraphs 6-11 below provide this statutory guidance. 4. Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents¹ and pupils. 5. The School Information (England) (Amendment) Regulations 2012 requires schools to publish their written statement of principles on a website.

This policy will be reviewed every 2 years or earlier if deemed necessary.

Agreed: SDC Meeting – May 2023

Signed Chair of Governors:

Shared with staff: Email 20.6.23

Shared with parents: Website 20.6.23

Shared with pupils: via staff June 2023

Reviewed and shared September 2025

Next review September 2027