



Behaviour for Learning Policy

Ratified - September 2023

Review - November 2024

Intent

Medlock Primary School insists on a positive learning environment where all pupils feel safe and in which they are able to express themselves and know they will be heard.

Ambition for all our pupils underpins everything we do. This policy has been devised to ensure that our pupils are taught to see themselves and their capabilities clearly, to take responsibility for their actions and own their own successes. Being responsible is a core value of the school.

Positive behaviour is recognised and developed in school; this is reflected in the way negative behaviours are managed.

Emotional intelligence is taught directly at both a macro and micro level.

Teachers, Teaching Assistants, Lunchtime Organisers and other support staff will follow the guidelines set out in this policy. Trainee teachers and temporary staff will be made aware of these procedures and directed in how to implement this policy effectively.

It is the duty of all staff to create and maintain a safe learning environment in which all children and adults feel safe, secure and valued. All members of the school community have value and are listened to in a way that ensures they know their voice is heard.

Teachers are mindful of the need to develop and nurture positive relationships with the children they work with as this is the keystone of successful behaviour management.

Definition of Behaviour

The term 'behaviour' is intended to cover social behaviours, emotional behaviours and learning behaviours.

Duty

All staff of Medlock Primary School will -

- Recognise and reward positive behaviour.
- Provide an emotionally rich environment for all children.
- Directly teach emotional competencies.
- Promote a consistent framework for behaviour management through this policy and the 'good to be green' classroom support system.
- Liaise with parents to ensure home and school work together to achieve the aims of this policy.
- Directly teach citizenship and British Values.
- Develop the children's self identity, self knowledge and self esteem.

Behaviour for Learning Vision Statement

Medlock Primary School has high ambition for all their pupils. We therefore inspire our children to become confident, independent learners who can achieve their full potential. We believe learning should be fun, purposeful and challenging.

We aim to equip each child with the skills they need for lifelong learning.

We provide a safe and secure environment where differences are recognised and celebrated. We believe it is vital to work in partnership with families and the wider community to build a secure and happy environment.

At the end of their time at Medlock, our children will be confident young people ready to seize new opportunities and make a positive contribution to their community.

Inclusion Statement

Medlock Primary School recognises the status of the protected characteristics and does everything in its power to ensure all staff and pupils are protected from prejudicial views. Fundamental British Values underpin daily life at Medlock Primary School and any actions by any member of the school's community (including those in the wider community with no direct links to the school but whose voices can impact on effective inclusion in the school) will be challenged and may result in further action being taken.

School Expectations

The school expectations are used at all times by staff as a common language with which to praise and direct behaviour.

There are 4 school expectations:

- We are kind and helpful
- We listen to each other
- We are responsible
- We love challenge

Drivers

All teaching staff ensure respect and courtesy are the norm. The drivers are used as a framework to ensure this is clear and consistent to all of the school community.

The drivers are:

- Meet, greet, smile, correct
- PIP and RIP (Praise in Public, Reprimand in Private)
- Name, direction, thank you

Rewards

It is expected that all staff will reward positive behaviours at all times and in all circumstances.

All teachers award 'Dojos' to children throughout the school when they see children following the Medlock Expectations. Children with high dojo scores are celebrated with a 'dojo shout out' as part of the celebration assemblies each Friday and may get additional rewards as and when the school deems it appropriate.

In addition, staff are able to reward children in the following ways but should do so in conjunction with Dojo points.

- Verbal/Non-verbal praise
- Gold cards (within the 'Good to be Green' system)
- Stickers
- Badges
- Postcards home to parents
- Seesaw messages
- Recognition in assemblies

Praise should always reflect and reinforce the Medlock School Expectations.

Consequences

As a visual reminder, children can be issued with amber and red cards (within the 'Good to be Green' system).

All discussions about specific behaviours should reference the Medlock School Expectations.

Teachers should emphasise the importance of personal choice in reference to any negative behaviours displayed by a child.

Children are never labelled by a behaviour they have displayed.

Before a card is given, adults must clearly state to a child what the negative behaviour they are displaying is and relate this to the Medlock expectations. It must then be made clear that if a positive change is not seen, an amber card will be given.

The number of informal warnings should depend on a number of factors including the time between incidents as well as the nature and severity of the incidents.

This process should be repeated for a red card.

Should a red card be issued, the child should be given 'reflection time' during which a reflection activity is completed. The reflection activity will normally take the form of a reflection sheet (see appendix for examples) but may take the form of an adult-led conversation.

Reflection activities are usually conducted in the partner classroom. Children should never be left on a corridor space to complete an independent reflection activity without an adult directly supervising them.

All red cards are to be reported to the child's parents or carers. This should ideally be on the day but, when this is not possible, all red cards should be reported by the end of the working week.

Red cards should be reported either face to face or by phone. Seesaw or text messages should not be used.

It is the responsibility of the member of staff who has issued the red card to report on the incident to the child's parents or carers. If this is not the classteacher, the class teacher needs to be informed of the incident at the earliest opportunity. This can take the form of notification via a CPOMS.

Where more than two red cards are given out in a week, the class teacher will send a letter home to parents or carers confirming the incidents and actions taken arising from the incidents. Parents may also be called in for a meeting to discuss the situation and develop strategies to improve the situation. This is also an opportunity from parents to talk about issues they may have at home.

If after receiving a red card a pupil's behaviour escalates, a member of the leadership team should be consulted. This should be in the first instance an Assistant Headteacher, then the Deputy Headteacher and finally the Headteacher.

Where there is a pattern of persistent behaviour resulting in red cards (and previous meetings have not seen an improvement in behaviour) a meeting will be held with either the SENCO / Assistant Heads and class teachers to implement a support plan. The class teacher will inform parents of this and link such a measure to the 'more than and different to' model defining pupils with SEND. Parents should be actively involved with the behaviour plan.

Reflection Time

Reflection is not a punitive measure and should never be presented as such. It should be presented as an opportunity for a child to reflect and re-engage with a positive approach using the Medlock expectations as the common language to do so.

Moving back to Green

Where a child has displayed red or amber behaviour but has then returned to 'green' standards of behaviour, this should be reflected in the card displayed on the 'Good to be Green' banner. It is the duty of all adults to be looking for opportunities to praise examples of green behaviour for the child to make a positive change. For instance, if a child has displayed red behaviour in the morning session but has then lined up smartly and sensibly, this would be a

great chance to highlight their green behaviour and allow the child to start the afternoon positively as a 'green child'. This should also be seen as an opportunity to praise the child using the common language of the Medlock expectations.

If a child returns to a green card from a red card, the red card will still be reported to parents but the change back to more positive behaviours should also be reported.

Recording

All red cards are recorded.

Red cards are recorded on the conduct page of the pupils Scholarpack profile as well as on the child's CPOMS timeline.

If the child has a behaviour plan all relevant members of staff will be informed.

Where patterns of behaviour are seen (reds on a Monday morning etc.) this will be investigated and may form the basis of individualised support packages for children and their families.

It is the responsibility of the adult who issued the red card to record the incident correctly.

Extreme incidents

Where a child displays extreme violent or volatile behaviour they will be sent to a senior leader (or named person if a behaviour plan is in place) immediately. The senior leader will then make the judgement on how to proceed. Actions may include sanctions and consequences (including exclusions if appropriate) as well as a review of the pastoral support a child is receiving.

Exceptional Cases

In line with DDA regulations, reasonable adjustment should be made for children with diagnosed or suspected SEND issues. This will be done in collaboration with the child, the children's parents or carers and teaching staff. If relevant, specialist advice will be sought from other agencies to inform this process.

Suspension

The decision to suspend a child is made after the school has exhausted **all** available strategies to support a pupil or that the incident / behaviour is so extreme that it would be impossible to justify the pupil's presence in school. It is the responsibility of the headteacher to judge whether to suspend a child.

The decision to suspend a child is communicated immediately to the parents / carers by the Headteacher.

Following a suspension, a pastoral review will be held to look at the reasons for the behaviour and to ascertain the likelihood of further behaviours likely to result in suspension. Parents should be consulted as part of this process. This may result in any of the following action;

- the review or instigation of a support plan to set out the bespoke support package a child will receive
- work alongside pastoral / SEND team to provide specialist support / intervention work
- regular parent meetings
- further fixed term exclusions
- managed move
- permanent exclusion

Other steps not listed may be considered where appropriate. For instance, if an action is recommended by a specialist agency or expert, said action may be instigated.

Lunchtimes and Out of Hours

Teaching Assistants, Lunchtime Organisers and Sports Coaches are expected to lead in ensuring all pupils maintain 'green behaviour' at lunchtimes. On occasion, pupils may have to have structured lunchtimes in order to maximise the support available to them. This will have a pastoral focus looking at positive play and interaction. The structures and frameworks outlined in this policy are applicable at all times, including lunchtimes and out of hours activities and clubs.

Anti-Bullying Statement

Bullying is defined as deliberately hurtful behaviour repeated over a period of time. It can take many forms but the four main types are;

- Physical – hitting, kicking, theft, making faces etc.
- Verbal – name calling, racist remarks, homophobic name calling etc.
- Indirect – spreading rumours, exclusion from a social group, etc.
- Cyber Bullying

Where bullying is identified, swift and decisive action will be taken to address the situation and the families of all parties will be informed.

Pupils are made aware of how they can safely draw school staff's attention to concerns about bullying. They must be confident that concerns will be investigated and, if substantiated, acted upon.

In order to prevent a culture where bullying can happen we will;

- tirelessly promote British Values through assemblies, class discussions and PSHE lessons;
- promote an ethos where all individuals are sensitive to and respect the needs, wishes and rights of others;
- develop (through the direct teaching of) the skills of cooperation, debate, listening, sharing, negotiation and conflict resolution;
- enhance pupils' self-esteem, confidence and problem solving;
- ensure the curriculum provides opportunities and time for pupils to explore why bullying might occur and recognise the signs it could be happening;
- ensure the school community understands the need to speak out when they see something is wrong;
- provide children with safe places and open channels of communication in order for them to speak out if they feel worried.

Dealing with Reported Incident

The following procedures will be followed when bullying has occurred or is suspected:

1. All incidents will be fully investigated
2. Those involved in any incidents will all be interviewed separately
3. Witness information will be sought
4. A record will be kept of the incident and investigation (through CPOMs)
5. Relevant staff will be informed.
6. Relevant actions will be taken to prevent further incidents. These may include:
 - a. Sanctions
 - b. Obtaining an apology
 - c. Informing parents of all children involved
 - d. Providing pastoral support for those involved

Where an incident is reported to a class teacher, it is the responsibility of the class teacher to investigate in the first instance. The reported incident and outcome of the incident should be recorded on CPOMS and all named

participants (victims and perpetrators) recorded. If necessary, class teachers should consult with other teachers and members of the Leadership Team as part of the investigation.

All discussions and resulting consequences given in relation to the investigation should be inline with this policy.

Families

We would ask families to support us in the implementation of this policy to ensure their children are always ready to get the most out of their days here at Medlock.

If teachers perceive a risk that is causing a child to struggle to engage in their learning or they see a barrier appear that is impacting on their learning; they will instantly try to identify a cause for the change. Medlock Primary School will always endeavour to do this in conjunction with families. Medlock Primary School will strive to maintain positive relationships with families in order to work together to support our children.

There will be times when families are concerned about the behaviours of other children. In these instances we would urge families to address their concerns to school so we can fully investigate any issues, act as mediators, instigate consequences or refer to other agencies as appropriate.

It is strongly advised that Families never approach children or their parents directly.

Incidents Outside School

Sometimes incidents that occur outside of school will need to be investigated. Issues that arise on the way to and from school, on social media or in after school activities (both those that are under the umbrella of Medlock Primary School as well as those run by other organisations) can have a significant impact on pupils' wellbeing and ability to engage with their learning. This could include anti-social behaviour, fights, bullying, cyber bullying or pupil's behaviour on social media platforms.

In these instances investigations will take place at the earliest opportunity and families will be informed as soon as a clear picture of the events become apparent.

Where relevant, other agencies may be contacted as a result of any investigation.

Physical Restraint

Working definition of restraint - 'Restraint can be defined as any physical contact (however minor) with a pupil, intended to prevent him/her pursuing their chosen course of action'.

Physical restraint is used **only** as a last resort in order to prevent a child from causing themselves and/or another child harm. Physical contact will always be the minimum required. Incidents will be recorded and parents informed.

The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline

Physical restraint will never be used as a punishment.

Reflection Sheet

Draw what happened

Label your drawing, showing what you did and how you felt.

Draw what should've happened.

Label your drawing. How would you have felt now?

Reflection Sheet

What Happened?

What mistakes did you make? How did this make you feel?

What will you do next time?

Reflection Sheet

Reflection Questions	Comments from pupil discussion
What happened?	
What were you thinking and feeling when it happened?	
Who has been affected?	
How can you make this better?	
What will you do differently in the future	

