

MOSSCROFT PRIMARY SCHOOL



Behaviour for Learning Policy



The contents of this policy will be revised in Autumn Term 2018

Purpose of this Policy and Procedure

Under Section 89 of the Education and Inspections Act (2006) Governing Bodies and the Headteacher have a responsibility to state behaviours which are deemed to be acceptable and unacceptable within the school and the measures taken to ensure appropriate conduct of all pupils. This policy ensures that this legislation is met.

Introduction:

At Mosscroft Primary School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, culture, gender, disability, special educational needs or socio-economic status.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our whole school community. It is underpinned by 2 key elements:

1. Restorative Practice which aims to build community through promoting positive relationships and managing conflict by repairing and strengthening these relationships
2. Assertive Mentoring which aims to raise standards by placing the child at the centre of their learning, involving and motivating them.

Our school embraces both Restorative Practice and Assertive Mentoring in order to empower teachers to be successful and effective practitioners within their classroom, raise standards and achievement across school and develop aspirational, motivated and responsible children.



Aims of this Policy:

- To build our school community by working in partnership to promote our school Core Values and Golden Rules
- To support a shared ethos that promotes positive attitudes and relationships
- To encourage all stakeholders to see themselves as members of our school community and recognise the responsibility that they have in making our school a happy place for everyone
- To ensure whole school positive behaviour expectations are clearly communicated and modelled by all stakeholders, and that children are rewarded for behaving well through consistent use of the **Rewards Pathway (Appendix 1)**
- To ensure challenging behaviours and conflict are dealt with restoratively and that the 'wrongdoer' is held accountable for their behaviour through consistent whole school use of the **Sanctions Pathway (Appendix 2)**



Our Core Values underpin our school's ethos and through them we aim to encourage positive attitudes and celebrate positive role models throughout our whole school community.

Our Core Values:

**RESPECT
CARING
FAIRNESS
TOLERANCE
RESPONSIBILITY
HONESTY**



Through our Golden Rules we aim to foster behaviour which helps to create a school where being gentle, kind, honest, hardworking and careful is valued by our whole school community.

Our Golden Rules:

**DO BE GENTLE
DO BE HONEST
DO BE KIND AND HELPFUL
DO LISTEN
DO LOOK AFTER PROPERTY
DO WORK HARD**



Through the 'Attitude' module of Assertive Mentoring we aim to inspire and motivate children by giving them ownership of how they are progressing in key areas of school life:

**ATTENDANCE
PUNCTUALITY
BEHAVIOUR
EFFORT
UNIFORM
HOMEWORK**



This Behaviour for Learning Policy will:

- Improve behaviour and attitudes through the implementation of the 'Attitude' module of Assertive Mentoring
- Provide explicit approaches to manage challenging behaviour, resolve conflict and repair harm
- Improve relationships, establish rights, accountabilities and responsibilities for the whole school community
- Provide a safe basis for staff, children and parents to share ideas and discuss issues in a way that supports our school Core Values, Golden Rules and Assertive Mentoring 'Attitude' goals



Restorative Practice

Philosophy Statement:

Effective Restorative Practice fosters an awareness of how others have been affected by unacceptable behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the behaviour not the wrongdoer. This allows the wrongdoer to make amends for the harm they have caused.

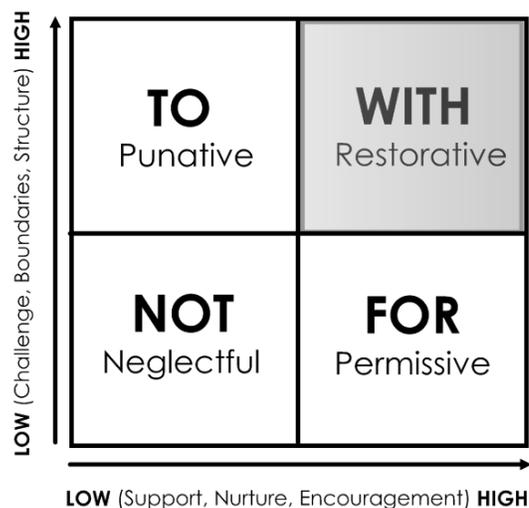
As a Restorative School we aim to use the following principles explicitly:

Restorative Practice principles:

1. Social Discipline Window
2. Affective Statements
3. Check Ins
4. Fair Process
5. Restorative Questions
6. Restorative Practice Continuum

All of these principles are underpinned by the process of working **WITH PEOPLE**.

1. Social Discipline Window



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always be positive and respectful role models to the children.

2. Affective Statements – examples may include:

I was very disappointed when you.....

I am upset by what has just happened because.....

I feel that the work we have done together has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected when you ignore me.

I am sorry that I misunderstood the situation

I felt really proud of you when I heard

I feel really pleased and encouraged that you made the right choice.

I respect your honesty and thank you.

I want to thank you for your cooperation

3. Check Ins

Use of daily timetabled Check IN/Check OUT with the children to gauge how they are feeling, strengthen relationships within the class by giving each child a 'voice', identifying any barriers to learning and address relevant whole school/topical/friendship issues (**Appendix 3**)

4. Fair Process

- Engagement – involving all participants in the process
- Explanation – shared understanding
- Expectation Clarity – clear vision for the future

5. Restorative Questions

The Wrongdoer:

- What happened? Then? Before?
- How did you feel? Now?
- Who has been affected?
- What do you think needs to happen next?

The Harmed Person:

- What happened? Then? Before?
- How did you feel? Now?
- How has this affected you?
- What do you think needs to happen next?

6. Restorative Practice Continuum

At Mosscroft Primary School we believe it is best to do things **WITH PEOPLE**. Wherever possible the use of fair process and responses to challenging behaviour should involve building relationships and repairing harm between the harmed person and the wrongdoer:



Much of the work carried out to address challenging behaviour or conflict should be accomplished by working at the informal end of this spectrum.



Assertive Mentoring

Assertive Mentoring is 'a focussed, child centred, collaborative approach based on a dialogue about the child's present and future learning needs.' Peter Boddy

The Assertive Mentoring 'Attitude' module will:

- Raise the levels of pupils' self-esteem.
- Track pupils' 'Attitude' progress, set achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- Promote the pastoral care of children, with staff giving support and guidance to each individual child.
- Implement reward and sanctions systems consistently and fairly (See Rewards Pathway **Appendix 1**)
- Encourage school/parental partnership in maintaining standards of behaviour.

Tracking

'Attitude' is carefully tracked on a termly basis. The 6 aspects are Attendance, Punctuality, Behaviour, Effort, Homework and Uniform. Each aspect is colour coded:

- Green-excellent/very good
- Yellow-acceptable/satisfactory
- Red-unacceptable



Behaviour for Learning in Action at Mosscroft:

This includes:

- Use of Visual Check Ins in each class to promote Emotional Intelligence
- Use of timetabled class Check In and Check Out Circles to create equality and connection (**Appendix 3**)
- Rewards and Sanctions Pathways clearly visible in each classroom
- A designated Restorative Practice area in each classroom to promote key ideas and provide children with a space to reflect
- Children rewarded for displaying positive expected behaviours (Dojos/Team Points)
- Development of Emotional Intelligence through Assemblies and delivery of SEAL
- 'Peer Mentors' (School Councillors/Team Captains/Vice Captains) to encourage expected behaviours and act as positive role models promoting school Core Values and Golden Rules



Rewards Pathway

At Mosscroft Primary School we strongly believe that rewards encourage children to repeat positive behaviours and attitudes because they have pleasant outcomes. Rewards contribute to children's self-esteem which nurtures their emotional, social and academic development. Rewards help to build the positive relationships between staff and children that we wish to promote in our school community, resulting in a friendly, happy place to work in and learn. Each class will display the Rewards Pathway for reference (**Appendix 1**).

Dojos/Team Points

All staff (except welfare who have a Green and Red dinnertime card system and Yellow Warning Book) will have a supply of **Dojo Disks** that can be awarded to children to reward and reinforce positive behaviours around school.

Dojo's are awarded 1 at a time:

Core Values DOJO

Golden Rules DOJO

Homework DOJO

Uniform DOJO

Teamwork DOJO

Dojo's are collated by the class teacher on the class computer (www.classdojo.com).

Over the school year each child should aim to achieve

BRONZE (100 Dojo's)

SILVER (200 Dojo's)

GOLD (300 Dojo's)

The class with highest average number of Dojo points during the week will be recognised as '**Dojo Masters**' in our weekly Thursday Assembly.

Green Dinnertime Behaviour Cards

Our Welfare Staff are vital to ensuring that positive behaviour is maintained during lunchtime. They should model our school Core Values and foster our school Golden Rules when interacting with the children. They will promote good behaviour by rewarding children with a '**Green Card**' and communicating this positive behaviour to the child and then the class teacher at the end of lunchtime. The child then presents this card to their teacher to be logged as 1 Dojo.

Green cards will be recorded weekly on the class Behaviour for Learning Tracker.

Assemblies

Once a week we have our whole school Star Assembly where staff, children and parents celebrate those children who have displayed good behaviour and special achievements over the week. These Assemblies focus on promoting our school Core Values, Golden Rules, Restorative Practice principles, Assertive Mentoring 'Attitudes' or key SEAL themes with the children. They are designed to promote high self esteem, good behaviour, positive relationships and a sense of school community.

Golden Time

30 minutes of Golden Time is awarded to all children at the beginning of each week. Golden time is a timetabled reward time which takes place in all classes from Year 1-6 on a Friday afternoon 2.30pm – 3pm. During this time children are offered a range of activities such as sewing, art, music, ICT, dance, board games, colouring competitions, class disco etc.



Sanctions Pathway

Each class will display the Sanctions Pathway for reference. The Sanctions Pathway (**Appendix 2**) sets out hierarchical steps of accountability for the 'wrongdoer'.

In following the principles of Fair Process and using Restorative questioning the harmed person and the wrongdoer are included in determining the appropriate sanction on the Sanction Pathway when they decide 'What needs to happen next?' (See Restorative Questions).

For 'low level' behaviours or conflict (**Appendix 4**) that may occur in class or around school a verbal reminder from staff should be sufficient for a child to modify their behaviour:

- Use of an Affective Statement – "I feel disappointed that you...." (See Affective Statements)
- A reminder of school expectations e.g. reminding child of class rules or Golden Rules
- A clarification of why the behaviour is unacceptable and reminding the child of our school Behaviour Traffic Light System

However, if a child chooses not to modify their behaviour after their verbal warning they will begin to move through the steps on the Sanctions Pathway.

At the end of the school day, any child who remains on Red on the Behaviour Traffic Light System will lose 5 minutes of their Golden Time. This will be logged on the class Lost Golden Time Tracker (**Appendix 8**).

Report Cards

After following the Sanction pathway, a **Report Card** may be issued by a Senior Leader for continued challenging behaviour OR in the event of a Serious Behaviour incident.

Report Cards are graded:

1: Low Level Poor Behaviour

2: Mid Level Poor behaviour

3: Highly Inappropriate Behaviour

Any child placed on a **Report Card** will automatically lose the privilege of having Golden Time on a Friday afternoon. However, for every score of 1 or 2 achieved per section of their Report Card, a child will earn back 1 minute of their Golden Time. The total amount of Golden Time that they have lost should be indicated on the Lost Golden Time Tracker.

Any child who is on a **Report Card** when their class is due to take part in a special day in school or a school trip must demonstrate **80% good behaviour** (A score of 1 or 2 achieved in 4/5 sections of the report card each day) in order to take part in the event.

Serious Behaviour Incidents should be logged on the class Serious Behaviour Log (**Appendix 6**) by the class teacher.



Lunchtime Behaviour

Children who demonstrate challenging behaviour or conflict during lunchtime will be dealt with restoratively by our Welfare Staff (refer to the Lunchtime Supervisors Handbook). Restorative intervention may result in a child being issued with a **Red Dinnertime Card** which clearly identifies the behaviour that does not reflect our school Core Values and Golden Rules and this will then be communicated to the child and then the class teacher at the end of lunchtime.

Red Dinnertime Cards will be recorded weekly on the class Behaviour for Learning Tracker (see **Appendix 7**) and result in the child immediately losing 5 minutes of their Golden Time on Friday afternoon.

In the event of a Serious Behaviour Incident (**Appendix 5**) a member of the welfare staff should seek support from the Learning Mentor or Senior Leader to work through the Restorative process with those children involved.

TLC Information Cards

These cards will share key information with all staff in regards to some of our children who have behaviour triggers and the appropriate adult response if a child exhibits these behaviours. They will be especially useful for staff at lunchtimes and playtimes/for PPA cover staff/supply cover staff or when children are moving around school (**Appendix 9**).

Working in partnership:

It is the responsibility of the class teacher to consult with Lyndsay Rogerson as Behaviour for Learning Lead if a child continues to display behaviours that result in them being placed on the Sanctions Pathway/Behaviour for Learning Tracker.

An individualised programme may need to be established for such a child if, over time, the class Behaviour for Learning Tracker shows that there has been no improvement in their behaviour.

Available support includes:

Learning Mentor

- Group work
- 1:1 sessions
- Referral to Children's Services
- Referral to Family Support Programmes / Workers

SENCo

- Establish Individual Behaviour Plan (IBP)
- Inclusion on Planning and Review Agenda (termly)
- Referral to external partner: Access & Inclusion Team; Educational Psychologist; Camhs etc.
- Establish a Personalised Education Plan (PEP)
- Establish a CAF

In the most severe cases of challenging behaviour or conflict the Head Teacher may, in conjunction with the Chair of Governors, make the decision to exclude a child. When this is the case the Head Teacher will work within the local authority guidelines and with full consultation with the parent.

Exclusions will always be a 'last resort' and should be seen as the first step in establishing an intensive support programme to enable the child to achieve greater success upon their return to school.



POSITIVE HANDLING:

Children have a right to learn and teachers have a right to teach in an environment free from challenging behaviour. Mosscroft staff are trained by Team Teach professionals (accredited by B.I.L.D. – British Institute for Learning Disabilities) in positive handling techniques to be used in instances of extreme challenging behaviour. If Positive Handling is used, a Senior Leader must be informed, a written account of events recorded and parents must always be informed.

Staff must NOT use positive handling:

- as a form of punishment
- in isolation – positive restraint techniques should only be deployed when **2 or more members of staff are present.**
- before explaining to the child what is going to happen and why.

We acknowledge that reasonable adjustments may need to be made to for children in our school with disabilities or SEN.

School places high priority of the correct usage of positive handling and failure to follow procedures could result in disciplinary action for staff (refer to the [Positive Handling Policy and Staff Handbook](#)).

The effectiveness of this Behaviour for Learning Policy will be measured by:

- Weekly class Behaviour for Learning Tracking including class exclusions /Report Cards/Hate Incidents (**Appendix 7**)
- Lost of Golden Time Tracking (**Appendix 8**)
- 'Good to be Green' playtime cards
- Green and Red lunchtime behaviour cards
- Termly Assertive Mentoring meetings between staff and children reflecting on progress against 6 elements of 'Attitude' module
- Staff/pupil/parent feedback and questionnaires
- Pass Data

Class teachers should ensure that they follow 'Guidance for implementing Behaviour for Learning' (**Appendix 10**)

This policy forms part of a series of policies designed to maintain the well being of all members of our community. It should be considered alongside:

- Anti Bullying Policy
- Child Protection Policy
- Safeguarding Policy
- Home School agreement
- Staff Disciplinary Policy
- Equality Policy
- SMSC Policy

Read and passed by Governors:

Signed:

Date:



Appendix 1 - Rewards Pathway

Appendix 2 - Sanctions Pathway

Appendix 3 - Check In Circle examples

Appendix 4 - Low Level Behaviours

Appendix 5 - Serious Behaviours

Appendix 6 - Serious Behaviour Log

Appendix 7 – Behaviour for Learning Tracker

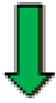
Appendix 8 –Lost golden Time Tracker

Appendix 9 – TLC Information Card

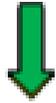
Appendix 10 – Guidance for implementing Behaviour for Learning

Appendix 1 – Rewards Pathway

Reward Pathway



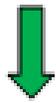
Praise



Stickers and stamps



Dojo's/Team Points



Golden Time



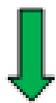
Pupil of Week /Good Behaviour Award



Good news items in newsletter



Letter home to parents



Happy visit to the Head

Appendix 2 – Sanctions Pathway

Sanctions Pathway

LOW LEVEL BEHAVIOURS IN CLASS:

↓ Verbal warning/Reminder of behaviour expectations

↓ Move onto Amber on Class Behaviour Traffic Light System

↓ Move onto Red on Class Behaviour Traffic Light System

↓ Lose 5 minutes Golden Time if still on Red at the end of the day
Lose appropriate amount of Golden Time on Friday afternoon

CONTINUED LOW LEVEL BEHAVIOURS IN CLASS:

↓ Change of position in class

↓ Time out in another class

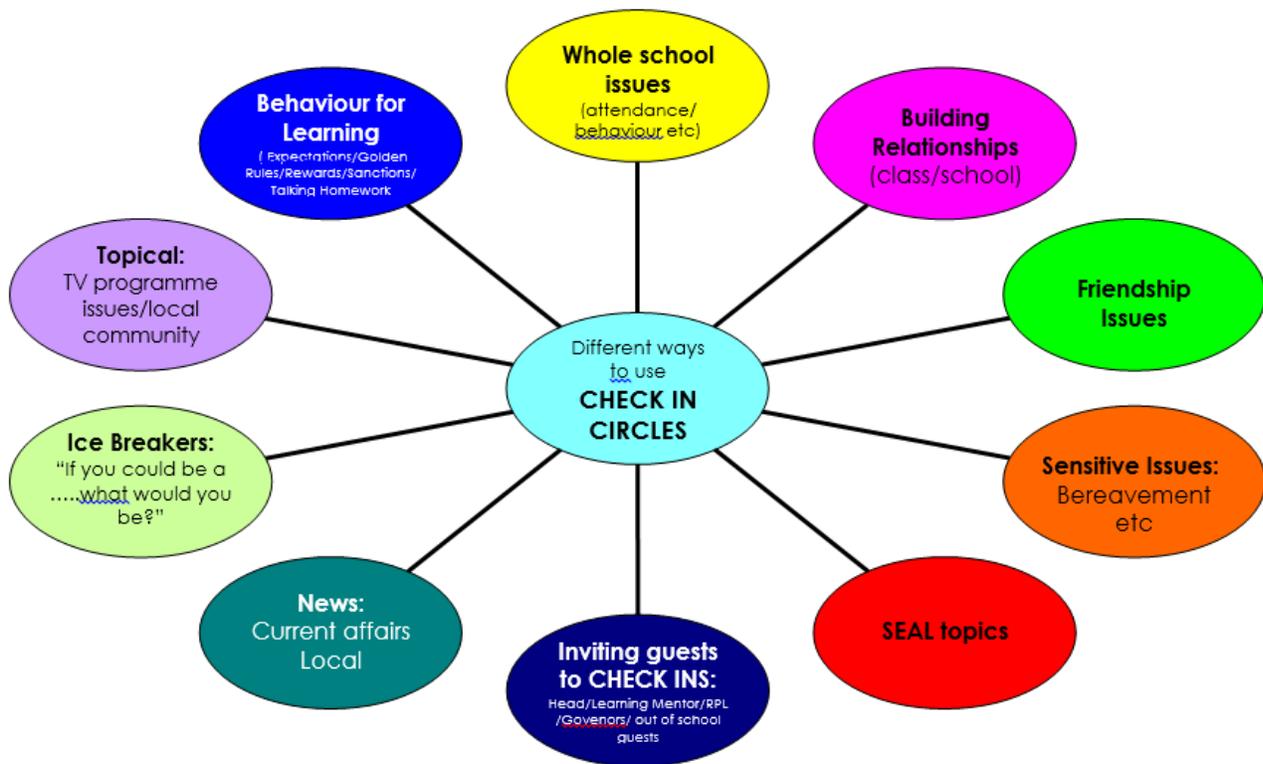
↓ Send to Senior Leader/Head Teacher Sad Visit

↓ Speak to parent at home time

↓ Issue Report Card
A Senior Leader will issue the Report Card and decide on the grade of Report Card and the amount of time it will be issued for

- For a Serious Behaviour Incident (Appendix 5) a Report Card may be issued without having followed any prior steps on the Sanctions Pathway

Appendix 3 – Check In Circle examples



Appendix 4 – Low Level Behaviours

- Inability to prepare for lessons (lining up/keeping teacher waiting)
- Talking
- Giggling
- Fiddling with equipment
- Rocking on chair
- Disregarding school Golden Rules
- Eating chewing gum/sweets in school
- Inappropriate behaviour in assembly
- Inappropriate 'out of class' behaviour

Appendix 5 – Serious Behaviours

- Defiance towards the reasonable requests of staff
- Swearing
- Persistent targeting of a child by a group or an individual (physical or verbal)
- Intimidating behaviour
- Verbal abuse to others
- Bringing dangerous objects into school
- Sexual/Racist/ Homophobic/Derogatory remarks/behaviour
- Vandalism and graffiti
- Physical violence to self, others or property
- Stealing
- Absconding from the premises

**Please note that this list is not exhaustive.
It is a guide and each incident will be approached on an individual basis.**

Appendix 9 – TLC Information Cards



TLC Information

Name:	Year:	Behaviour Triggers:	Adult Response:

Appendix 10 – Guidance for implementing Behaviour for Learning

Class teachers will:

- Set up 'Class Dojo' on their classroom computer and assign each child an avatar
- Establish a class Dojo display which promotes the 6 aspects Dojo's are awarded for (Core Values/Golden Rules/Behaviour/Homework/Uniform/Teamwork)
- Have a class Behaviour Traffic Light System
- Use Visual Check Ins to promote Emotional Intelligence
- Carry out daily timetabled class Check In and Check Out Circles
- Establish a Golden Rules display within their classroom
- Display 'Good to be Green' and Green/Red lunchtime behaviour cards issued by Peer Mentors and Welfare Staff
- Have a designated Restorative Practice area in class to promote key Restorative Practice principles and provide children with a space to reflect
- Ensure Homework and PE kit are logged on a weekly basis to inform Assertive Mentoring 'Attitude' module tracking
- Ensure that their Behaviour for Learning Tracker (**Appendix 7**) is kept up to date weekly to feed into whole school Behaviour for Learning Tracking
- Ensure that their Lost Golden Time Tracker (**Appendix 8**) is kept up to date weekly to feed into whole school Behaviour for Learning
- Provide a Golden Time Activity for the whole school Friday afternoon Golden Time Session
- Use the correct Report Card proforma available in the office for grades of 1/2/3 report cards issued
- Ensure Report Cards are signed on a daily basis by child's parent/guardian
- File completed Report Cards in class Behaviour File
- Record any incidents of Serious Behaviour (**Appendix 5**) on their class Serious Behaviour Log (**Appendix 6**)