



## **BEHAVIOUR FOR LEARNING PROCEDURE**

This document supports The Priory Learning Trust behaviour policy and should be taken and used as part of Pawlett Primary School Academy's overall strategy and implemented within the context of our vision, instrument of government aims and values. It is reviewed on an annual basis.

### **Principles**

Pawlett Primary School Academy (PPSA) is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour for learning procedure guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### **Our school aims include:**

- Encourage learning by providing a welcoming, friendly and supportive environment in which children can become confident and independent learners
- Developing a 'Learning Together, Growing Together' vision for the whole school
- Provide opportunities for pupils to develop skills which promote self-esteem and confidence in their relationships

### **The aims of this document are to:**

- Create a culture of exceptionally good behaviour: for learning, for community and for life;
- Ensure that all learners are treated fairly, shown respect and promote good relationships;
- Help learners take control over their behaviour and be responsible for the consequences whilst developing compassion for others;
- Build a community which values kindness, peace, care, good humour, good temper and empathy for others;
- Encourage skills of self-discipline in preparation for secondary school and for adulthood;
- Help children know the difference between right and wrong thereby encouraging an increased awareness of justice;
- Recognise, reward and celebrate positive behaviour;
- Help children to understand and respond to the boundaries of what is acceptable;
- Encourage a culture of forgiveness;
- Create a positive environment to enable learning to take place successfully;
- Ensure that children, parents, staff and volunteers know the school's recognition and sanctions system;
- Ensure that pupils are aware that behaviour is a choice.

This document includes all pupils in our school and may be differentiated according to the age and stage of the pupil's development and to support pupils with SEND, if appropriate.

### **Purpose of the document**

To provide simple, practical procedures for staff and learners that:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

# Three is the magic number

## How will staff behave?

1. Staff will demonstrate relentless kindness
2. Staff will demonstrate relentless consistency
3. Staff will demonstrate relentless clarity

## 3 Rules

1. Respect yourself
2. Respect others
3. Respect the environment

## 3 key ways to recognise conduct that is 'over and above'

1. Through public recognition at weekly celebration assembly
2. Through the use of positive conversations (which may include phone calls home, positive comments in partnership/communication book, email etc.)
3. Through nomination for Hot Chocolate Friday

## Support beyond the classroom

1. Referral form for learning mentor
2. Referral to Senior Leadership Team
3. Pastoral Support Plan (PSP) involving families and professionals

## Alternatives to exclusion

1. Use of internal seclusion at breaktime
2. Use of internal seclusion at lunchtime
3. Use of internal seclusion during class time

## Consistency in practice

- **Consistent language;** consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour. Clarification of which of the school rules have been broken.
- **Consistent follow up:** Ensuring 'certainty' at the classroom, outside of the classroom and at senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent respect** from the adults.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- **Consistently reinforced rituals and routines for behaviour:** In classrooms, around the site, at reception.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners and learning.
- **Consistent cultures of excellent behaviour management:** Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

## **All staff**

1. Meet and greet at the gate/door
2. Be consistently and relentlessly kind
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson
6. Stay calm and give 'take up time' when going through the steps. (aim to prevent before sanctions)
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are making the wrong choices

## **Learning Mentor**

Our Learning Mentor is not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **Our Learning Mentor will:**

1. Be a visible presence in the school to encourage appropriate conduct
2. Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
3. Regularly celebrate staff and learners whose efforts go above and beyond expectations
4. Encourage use of positive conversations

## **Senior Leadership Team (SLT)**

Our SLT (Headteacher and Deputy Headteacher) is not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **Our SLT will:**

1. Meet and greet learners at the beginning of the day
2. Be a visible presence around the school at the start and end of every day
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support the Learning Mentor in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess school wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies
8. Take time to welcome learners and their families at the start of the day and say goodbye at the end

## **Recognition and rewards for effort**

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

*'It is not what you give but the way that you give it that counts.'*

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

### **Whole School level**

1. Learning champion during weekly celebration assembly (Weekly)
2. Hot Chocolate Friday (Weekly)
3. Positive phone calls (Weekly)

### **Classroom level**

1. Positive praise and acknowledgement
2. Recognition boards
3. Share successes with other adults

### **Classroom**

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every

minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

## **School support**

### **Stepped approach**

#### **Practical steps in managing and modifying poor behaviour**

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

#### **1) The clear warning**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged if required:

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allowing them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and instead spend our energy returning learners to their learning.

#### **2) The time-out**

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning.
- Learner is given a final opportunity to re-engage with the learning / follow instructions. If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

#### **3a) Alternative Learning Space** (Behaviour chart if necessary)

At this point the learner will be given an alternative learning space, if possible within their own classroom. On some occasions it may be necessary for that space to be in another class for the set period. At this stage, this must be recorded on MyConcern and any learning missed must be completed. Families will be informed.

#### **3b) Restore**

Restorative conversations at Pawlett Primary School Academy are a core part of repairing damage to trust between staff and learners. Our restorative conversations are structured in 5 steps:

1. What's happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

The conversation should finish with reaffirming your commitment to building a trusting relationship.

Staff will take responsibility for leading restorative conversations. Learners may have their behaviour monitored by staff to show progress towards agreed targets. At Pawlett we make sure that this is done discreetly.

**4) Meeting with Leadership Team (Individual Behaviour Plan/Pastoral Support Plan)** This will be implemented where there is a major cause for concern. The learner will be given time with a trusted adult who will:

- Support and if necessary facilitate the Reparation Meeting between, the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the SLT
- Families will be informed of this step and actions agreed

All of these matters will be confirmed in writing and recorded on MyConcern. The learner remains the responsibility of the class teacher

**5) Meeting with Families** If there continues to be concern over behaviour a meeting with families will be arranged to discuss next steps.

On occasions where significant breaches of the school rules have been broken, families will be informed by letter and an internal suspension initiated for a fixed period of time. If the behaviour continues to escalate, it may be necessary to enforce a fixed term suspension, additionally, a permanent exclusion may be unavoidable.

### Monitoring and Evaluation

The school will undertake regular audits of behaviour to link in with the regular review of the procedure. This will allow the school to measure the effectiveness of the procedure and the strategies being used.

### Summary

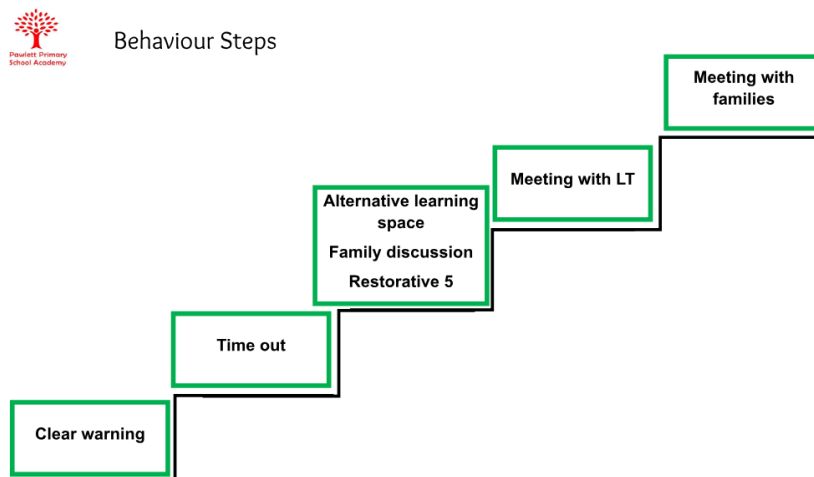
High quality behaviour for learning is underpinned by positive relationships, lesson planning and positive recognition.

The school rules must be referred to in conversations around conduct.

### Consistencies

- 1 Meet and greet at the door.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5 Refer to our three school rules in all conversations about behaviour.
- 6 Be calm and give 'take up time' when going through the steps. (aim to prevent before sanctions)
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are making the wrong choices.

### Steps Actions



A Serious Breach is an incident/incidents that may lead to a fixed term suspension or if necessary a permanent exclusion.