

KIRKBURTON MIDDLE SCHOOL

Behaviour for Learning Policy



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Signed	
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BEHAVIOUR FOR LEARNING POLICY

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KIRKBURTON MIDDLE SCHOOL 'BEHAVIOUR FOR LEARNING' POLICY

Policy Summary

Our goal is to create a community which recognises the need to have rules which are fair and just in order that effective learning can take place, and where there is mutual respect between all members and a proper concern for all aspects of the environment. We seek to develop in pupils a sense of self-discipline, self-determination and an acceptance of responsibility for their own actions. We seek to reinforce positive qualities of friendship, good inter-personal relations, individual differences of race, sex and disability and tolerance of diversity with support from a caring community. We are committed to establishing that bullying and the abuse of power are not acceptable. The policy reflects the agreed aims of the school.

The policy is founded on our Mission Statement and a system of rules, rewards and sanctions. Good behaviour is the joint responsibility of each member of the school community and is based on a successful partnership between pupils, parents, teaching and support staff, governors, the Local Authority and careful monitoring of its implementation.

It is our firm belief that only when children are happy and feel safe and secure in the classroom and beyond will they learn most effectively and push themselves to the edge of their comfort zone and thereby develop self-confidence and healthy self-esteem.

Mission Statement

Our Mission Statement sets out the school's aims and objectives and is contained within every child's School Planner (see extract below). The Mission Statement is based on the development of a calm, respectful, caring, tolerant and supportive learning community

We all want our school to be a place where everyone is safe, happy and learns well.

This means that you should always observe the following expectations:

- *Treat everyone, pupils and adults alike, with respect and courtesy.*
- *Behave responsibly at all times, including breaks, on buses and on trips.*
- *Make sure that you are properly dressed for school and have the correct equipment for each lesson.*
- *Arrive at registration and lessons on time.*
- *In lessons, make it as easy as you can for the teacher to teach and for everyone to learn by listening carefully and doing as you are told.*
- *Take pride in our school and help to keep it clean and tidy. Wipe your shoes. Use litterbins.*
- *Take care of your own belongings and treat others' property with care and respect.*

- *Walk at all times in and around the building, keep to the left inside and keep noise to a minimum.*
- *Never operate or interfere with equipment of any sort without the supervision or permission of a member of staff.*
- *Bring a water bottle, use it responsibly and eat a sensible and well-balanced meal at lunchtime. Eating is not allowed in classrooms or on the all-weather pitch. Sweets are not allowed.*
- *Play safely. Rough play is not allowed. Only tennis balls can be used on the all-weather pitch for football. They are not allowed to be thrown. Keep to the permitted areas.*
- *If you are allowed to be in school outside lesson time, remember that this is a privilege that depends upon you observing this code of conduct and any other rules you are given.*

Rewards

Rewards are used to promote good behaviour and reduce poor behaviour. Rewards are for academic and non-academic achievements, for individuals and groups and include contact with parents. The emphasis in our disciplinary process is on the positive approach of encouragement and praise, rather than negative criticism.

Rewards include:

- Positive points being awarded in lessons for a variety of reasons. These are outlined in the Pupil Planner and recorded on ClassCharts, our school online monitoring system used by pupils and parents.
- Informal praise.
- Written comments on pupils' work.
- Pupils may be sent to a more senior member of staff for commendation.
- Public praise in front of a group, class or the whole school.
- Public written acknowledgement through housepoint certificates.
- Prizes that reflect endeavour and persistent application, such as: Positive Attitude Awards (termly); 100% Attendance Awards (Annually); service to the community awards (annually); raffle prizes for children who have no negative monitoring (termly) along with an annual prize to the value of £100.
- Favourable comments on behaviour and attitude in school reports.
- Personal letters to parents informing them of praiseworthy action or achievement.
- Extrinsic rewards

Monitoring and rewarding behaviour and attitude in lessons

High standards of behaviour are expected from pupils at all times. The behaviour and attitude of pupils is monitored in every lesson using ClassCharts our online behavior monitoring system. ClassCharts is used to track achievement and behavior throughout the school day.

We believe in working closely with pupils and parents and one of the key benefits of using Class Charts is that it is a secure online system which allows school to share up to date achievement and behaviour in real-time.

The consistent use of ClassCharts is very important as it records both positive and negative pupil behaviour. There is an opportunity to praise the behaviour and efforts of the whole class and individual pupils as ClassCharts is linked to our rewards system.

Ten housepoints can be exchanged for a token called a 'Burton' these are available from the School "Burton Bank" which is organised by the pupils themselves. Pupils can exchange Burtons for snacks at breaktime or for stationary. When the class reach 1000 housepoints collectively they are rewarded with a non-uniform day. Non-uniform days are on the last Thursday of each month.

Sanctions

Despite the emphasis on the positive, sanctions may be necessary. They are clearly defined, in this policy and graded in severity, fairly and consistently applied. The school has an extensive list to match the nature of the bad behaviour and the particular school rule broken. In all disciplinary actions, it is important that the pupil understands fully that it is the behaviour that is not acceptable rather than it being the pupil as a person.

Sanctions used include:

- Removal from class (See specific guidance below).
- Carrying out a useful task in school (Community Service)
- Withdrawal of break and lunchtime privileges
- Use of a daily report system
- Lunchtime or After-school detention (See specific guidance below)
- Banning a pupil from travelling on a school bus
- Withdrawing participation from school trips and sports events that are not an essential part of the curriculum.
- Removal from a particular lesson or peer group
- Internal exclusion (Isolation in the Isolation Room)
- Exclusion, fixed term or permanent

Specific guidance on use of sanctions:

1. Removal from Class

This sanction is appropriate for persistent disruptive behaviour.

Pupils should be spoken to firmly, calmly and succinctly.

As little attention as possible, involving the rest of the class, should be drawn to the incident.

Pupils should be given three warnings as a general rule but if the child escalates their behaviour quickly this may not be the case

Pupils should be placed immediately outside the teaching area e.g. shared area.

Pupils should be told to think about their actions and/or carry on with work.

Pupils should be monitored after a maximum of five minutes.

Pupils should be brought back into class once an agreement about behaviour has been reached.

Extended and/or regular removal from lessons should not be the norm. Where this occurs, or where agreement about behaviour cannot be established, the matter should be referred to the Pupil Achievement Leader

2. After-school Detention

Detentions may be given for repeated refusal to work, lack of co-operation in the classroom, late homework, inappropriate behaviour on the bus, inappropriate and aggressive behaviour within school or extreme dishonesty.

Detention for failure to hand homework in on time will occur when there are three reported incidents on the class monitoring record within any one half-term.

Detentions must be given by the Pupil Achievement Leader, in consultation with colleagues. Parents should be notified by letter and written acknowledgement must be received.

Detentions will be supervised by members of the teaching staff.

Recorded on Integris database

*Parents are always notified in such circumstances or if behaviour gives serious cause for concern. Pupils tell us this is the most effective sanction available to us. Where pupils are felt to be at serious risk of exclusion or disaffection parents will be involved in support from the school Educational Psychologist, outside agencies through the EHA process, with CAMHS or Northorpe Hall for counselling.

Responsibilities

Good behaviour is the joint responsibility of each member of the school community and steps are taken to ensure that everyone knows what their specific responsibilities are with regard to the behaviour policy. Positive behaviour should be identified and praised far more frequently than negative behaviour.

Team-work and consistency are essential in order to create a positive climate where the likelihood of poor behaviour is minimised. This means general vigilance on the part of all staff and making pupils aware of our high expectations.

One of the most powerful ways of helping to improve behaviour is to celebrate success, achievement and effort by making full use of the rewards system.

Where unsatisfactory behaviour is involved, teaching staff should use established line management systems that generally flow from subject teacher to class teacher to Pupil Achievement Leader to Assistant Headteacher (Pastoral Care and Inclusion) and ultimately to the Headteacher when necessary. Use of the Class Monitoring System should ensure that class teachers are made aware of problems that might arise involving other staff.

All support staff, including Education Teaching Assistants, Lunchtime Supervisors and Administrative staff also have a part to play, both in making use of the rewards system by giving house points and/or commending pupils to teachers and in admonishing pupils if necessary and reporting poor behaviour where appropriate to teaching staff.

Guidance on Conflict Resolution

Use 'Restorative Practices' whenever possible

Listen to the child

Be patient

Avoid confrontation

Go for a win/win situation – get pupil on your side

De-escalate any physical confrontation

Use humour thoughtfully to defuse or divert

Use time out to give pupil a chance to calm down
Show understanding of child's feelings
Establish classroom rules clearly to all classes and consistently apply them
Repair the relationship – don't hold grudges
Don't make an issue of low level distractions
Beware of the use of verbal bullying because of power relations
There will be regular monitoring of this action programme

Guidance on supporting disaffected children

Be aware of pupils at particular risk of disaffection
Differentiation should include behaviour as well as ability
Minimum standards of work and behaviour have to be met but some pupils may need more tolerance, extra help, encouragement or different approaches may need to be used.
Make use of praise, rewards, homework clubs, teacher and/or peer mentors, Befrienders and use outside agencies where appropriate in conjunction with Pupil Achievement Leaders.

Inclusion

It is an aim of the school to provide for the inclusion of all pupils in the life and work of the school. There are clear links between having an inclusive school and a well-behaved school with a positive and mutually supportive ethos. Things we do in school to promote inclusion are:

- Curriculum
- Differentiation in lessons (including extending more able)
- Target setting (reports and some subject areas after specific modules of work)
- Monitoring of behaviour, identification and early intervention of pupils with behavioural/emotional problems.
- Record of Achievement.
- INSET training- using different teaching methods in the classroom
- Housepoints and 'Burtons' (set up to help all children achieve success, as it was felt some children were not being rewarded for their efforts)
- Seating arrangements, groupings in lessons etc to encourage maximum learning opportunities
- Housepoint system (to encourage high standards of work and effort from all and a sense of community and teamwork)
- Homework club
- Quiet rooms for children (help with homework from teachers, resources and a quiet environment, some children may not have this at home) take out ??
- I.C.T opportunities at dinnertimes (some children may not have access to a computer)
- Extra-curricular activities

Statistically SEND pupils are more likely to be excluded from schools than other groups within the school population. At KMS we use all available strategies, including recommendations on EHCPs, Behaviour Support Plans etc. to support pupils with any difficulties they may experience at school. This starts with ensuring all pupils feel valued and all have access to the curriculum. In this way pupils are more likely to engage with their learning, avoid low-level disruption and feel a sense of self-worth and belonging.

Pastoral

The school has a pastoral support system to support its behaviour policy and the elements are set out below:

Investors in Pupils Award

Inclusion Award

Assemblies

School Council

Befrienders

Whole School participation in National Annual Anti-bullying and E-Safety Weeks

Transition programs for new pupils and pupils leaving KMS

Attendance and Pupil Support Service

Attendance Policy and 100% Attendance Certificates

Absence - morning referral system

Parents' Evenings

Written: 2002

Revised: May 2003

Reviewed: February 2006

Reviewed: April 2010

Reviewed December 2014

Reviewed November 2017