

# Burston and Tivetshall Partnership Schools

## School Behaviour Policy (Behaviour for learning)

Committee Responsible: Headteacher

Review Interval: Annually

	Date Last Approved	Proposed By	Seconded By	Date for Review	Changes Made
1	27 Sept 2012	R Chamberlain	A Grimley	Autumn 2013	Rewritten Partnership policy
2	5 Sept 2013	C Green	H Adshead	Autumn 2014	Updated policy format
3	25 Sept 2014	C Green	H Adshead	Autumn 2015	Updated Appendix 3
4	1 Oct 2015	C Green	H Adshead	Autumn 2016	No changes
5	22 Sept 2016			Autumn 2017	Changes made following an external review

School Behaviour Policy

Initials and date 22.9.16

*J. b. f.*

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**'Every day is a new start, a new opportunity'**

**Purpose**

The purpose of this policy to to encourage all to be respectful, reliable and responsible members of the school community where everyone can live and work together in a supportive way, where everyone feels happy safe and secure.

We acknowledge that the quality of relationships between people can impact on behaviour and learning and therefore attainment.

To this end, every member of staff has responsibility for upholding standards of behaviour in school, both within the classroom, around the school site and on school trips as well as implementing this policy both fairly and consistently. This policy will be followed by staff members and pupils at all times, and reviewed annually.

At Burston and Tivetshall Partnership Schools, we endeavour, through our core values and mission statement of 'Learning for Life' to:

- Provide a happy, secure and purposeful environment where warm, friendly and appropriate caring relationships can be fostered and where the quality of learning and teaching reflects the needs of an individual pupil.
- Enable each pupil to develop an appreciation of basic moral values, a sense of self discipline and self-control
- Enhance self esteem and encourage pupils to recognise and respect each individual's rights and responsibilities.

**Rights and Entitlements of Pupils**

All pupils have a right to feel:

- Valued
- Safe
- Respected

Our expectations are that everyone will be:

**Ready. Respectful. Responsible.**

**Respectful means that:**

Being kind and considerate of others' feelings. Listening carefully when someone else is talking. Use appropriate language and voice.

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Level 1 Blue sky

**SANCTIONS**

Level 2 Cloud

Level 3 Rain

Level 4 Storm

Level 5 Tornado

**Reward hierarchy**

**Sunshine Level 1+**

Rewards for OUTSTANDING behaviours

**Blue sky Level 1**

Good effort, caring, making a good decision, respect, or any desirable learning behaviour.

Being in the blue sky zone Level 1 (or above) is where we want pupils to be.

**Sanction hierarchy**

**Cloud Level 2**

Reminder to correct behaviour followed by warning if nothing improves.

Politely and discretely say that behaviour is not acceptable - ask / explain what is required and say that there will be a consequence.

Positive change = stay in blue sky.

No compliance = consequence which you need to decide within the class - consistency! (short)

**Rain Level 3**

This may be a deterioration from **Cloud Level 2** - as a class teacher you will need to decide on how many **Cloud Level 2 = Rain Level 3**.

Pupil to have a sanction such as missed playtime / lunchtime and to complete a 'think sheet' (or talk through with an adult if more appropriate) so that they can think about their responsibility & building up self discipline.

Language of 'when you have done... then you can...'

A good choice returns pupil to **Blue sky Level 1**

**Storm Level 4**

In **extreme** cases the pupils will be told that their parent will be informed by letter and becomes a **Storm Level 4**.

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Playtime will be missed, working elsewhere. An apology\* will usually be required.

Five occasions and a letter will be sent home. Level 4 behaviours should be logged with the Head teacher.

**Tornado Level 5**

More challenging behaviour / parents called immediately and there will usually be a fixed term exclusion.

**N.B.** \*There may be other occasions when it is appropriate for pupils / adults to offer apologies!



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### Appendix 3: Additional guidance for all staff

Every day is a new day, a new start - don't allow things to hang over from the previous day.

For most of us, public acknowledgement of good behaviour can be a powerful and positive experience. However, direct praise is difficult for some people and therefore a non-verbal sign may be more effective.

Always start off your relationship with a pupil on several positive comments before you embark on a 'criticism' of their behaviour. You may also want to praise 3+ pupils who are modelling desired behaviour before talking to the individual - caveat would be to have regard for the 'behaviour' being exhibited.

If pupils are used to hearing positive words they are much more receptive to what you are saying. In any case if a child is in 'flight / fight' mode and their reptilian brain is engaged you MUST give them the time to calm down. You should always try and ascertain the behaviour that is required and then give the child the opportunity to comply.

**DO NOT 'NAG' OR GET INTO A CONVERSATION OR ARGUMENT WITH A PUPIL.**

Children must always be given a choice of actions - a 'gateway to dignity' will increase their independence which in turn will improve their self-esteem. Consistency is IMPORTANT - children have a good sense of 'fair play'. Adults should model the behaviour they want to see! Remember. Catch them doing good!

Pre-empting unwanted behaviours is essential. Distract a pupil before things escalate. Be self-aware! Your body language, tone of voice (DON'T SHOUT AT A PUPIL - this means you have lost control!) and choice of words will influence the pupil's attitude and response.

#### **SO WHAT?**

Why is behaviour for learning so important? Outstanding behaviour facilitates outstanding learning opportunities and support pupils to be effective learners.

The attached supplementary guidance clarifies the different behaviours - and also the rewards and sanctions that may be applied. The terms used are for clarification only as it is expected that each class will have created a 'behaviour' area unique to them. As a partnership we need to create a climate where 'blue sky' behaviours are the norm.

#### **REWARDS**

Level 1+ Sunshine



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## Appendix 2: Guidance for Staff

### Screening, searching and confiscation

DFE Guidance (Searching, screening and confiscation February 2014) is implemented when a member of staff needs to search a pupil or their belongings.

And the following documents referenced as needed:

Education Act 1996

Education and Inspections Act 2006

The Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Health and Safety at Work etc. Act 1974

School staff can search a pupil for any item if the pupil agrees.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search.

They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

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- Educational Psychologist
  - Learning and Language Support Services
  - Speech and Language Therapists
  - Occupational Therapists
  - Outreach

### **Partnership with parents**

We value the contribution of parents and encourage their participation in all areas of school life. Whether a child is making great progress or experiencing behavioural difficulties, we will communicate regularly with the parents and will encourage them to contribute to the strategies we put in place to support the child. We will offer practical and emotional support where necessary to ensure parents place a key role in the education of their child.

### **Inclusion**

A child with behavioural difficulties will join in all school activities whenever it is:

- Safe - A risk assessment of the activity will be carried out taking into account the venue, the child's behaviours, the safety of the group and others in the vicinity, the child's health and the staffing arrangements.
- Reasonably practical - It may be possible for a child to participate in part of the activities if appropriate transport and staffing are available.
- Appropriate to the child's needs
- Compatible with the effective education of other pupils
- Makes efficient use of the school's resources.



## Appendix 1: Behaviour and Response Strategies

Behaviours	Response Strategies
1. Persistent problem behaviours not improved by school's usual behaviour management techniques.	1. Outside agencies may be involved at this stage. Parental involvement. See outside agencies below.
2. Behaviours persist and are substantial - they regularly interfere with the child's/ others' learning.	2. Outside agencies will be involved. A Behaviour Plan may be put into place to support the pupil.
3. Behaviours continue to substantially disrupt and Stage 2 intervention has not been successful.	<i>Formal Assessment</i> Behaviour Plan in place. Pastoral Support Programme may be put into place (see below)
4. Support from statement fails to improve the situation and the child is at risk of exclusion.	<i>Early Annual Review</i> Pastoral Support Programme will be put in place (see below)
5. Child is at risk of exclusion	<i>Pastoral Programme in place.</i> Regular reviews involving all school and outside agencies

### Pastoral Support Plan

When a child is considered to be at risk of exclusion, or has had a fixed term exclusion, a Pastoral Support Programme (PSP) will be put in place.

The PSP is a school-based intervention to help individual pupils to manage their behaviour.

- It will identify precise and realistic behavioural outcomes for the child to work towards:
- It will clearly identify rewards and sanctions;
- It will be overseen by a nominated member of staff
- It will be agreed with parents
- It will involve outside agencies from the LEA
- It may involve others already working with the child.

### Outside Agencies (see SEN policy for details)

These are different bodies of people all involved in supporting a child's needs:

- Behaviour and Pupil Support Services
- Child and Mental Health Support Services (CAMHS)
- School Nurse/Doctor
- Social Services



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### **Reasonable Force and Physical Contact**

DFE Guidance ('Use of reasonable force July 2013') is implemented when a member of staff needs to use reasonable force or physical contact. We employ STEPS / Positive handling training techniques.

Any allegations regarding staff misconduct will be dealt with through the appropriate channels i.e Staff Code of Conduct policy; safeguarding allegations will be dealt with through the schools' safeguarding procedures, reflecting the changes in Keeping Children Safe in Education (September 2016)

### **Policy compliance**

This behaviour policy is compliant with the following legislation

- Education Act 2011
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Schools (Specification and Disposal of Articles) Regulations 2012
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

and with reference to 'Behaviour and discipline in schools' (January 2016, DfE guidance document), which is an overview of the powers and duties of school staff, in regards to maintaining good behaviour amongst pupils. This includes guidance on dealing with pupils' conduct outside the school gates.

DFE Guidance (Searching, screening and confiscation February 2014) is implemented when a member of staff needs to search a pupil or their belongings.

This policy is also implemented in line with our Value Matrix, British Values and the Governors' Statement of Behaviour Principles.

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Taking care of our belongings, the classroom, the school equipment and our environment.

**Ready** means that:

We are wearing our school uniform. Have our pens, rulers and other equipment. Sitting down and listening in the classroom. Have our special clothes for PE, swimming or outdoor work. Be on time. Go to the toilet and fill up our water bottles at break times.

**Responsible** means that:

Be in the right place at the right time. Keep hands, feet, objects and personal comments to ourselves. Follow the rules when using internet and electronic equipment both in and out of school. Report any problems to an adult. Think, "Is this okay?" Finish any work to the best of our ability.

We employ a number of sanctions to embed our expectations and to ensure a safe and positive learning environment.

**Behaviour Management - Strategies, Reward System and Sanctions**

It is important to identify the positive attributes of each child and look for the smallest achievements in order to create an atmosphere of trust, raise the child's self esteem and promote a positive profile amongst his/her peers.

The following strategies are examples which promote this:

Circle time activities to encourage children to understand others' perspectives, feelings and viewpoints. This may include restorative conversations and time for reflection with an appropriate adult.

Children are given responsibilities

Identification, naming and praising of desired behaviours is a regular feature

Reward systems, including public recognition

Pupils who struggle to maintain a locus of control, despite school - level interventions may be referred to outside agencies e.g The Short Stay School in Norfolk, for additional support.

Rewards and Sanctions are implemented in line with a 'Blue Sky' approach.

Blue Sky behaviours are defined as those behaviours that facilitate outstanding learning opportunities and support pupils to be effective learners.

Further guidance is given in the appendices and leaflets.

## Appendix 3 Examples of behaviour rewards and sanctions

### Level 1 + Sunshine behaviour

**Individual Achievement - Individual Reward**  
Awarded for:  
Outstanding effort with behaviour for learning  
An outstanding piece of work  
Being exceptionally caring  
Managing a difficult situation in a mature way

This allows all staff to celebrate exceptional behaviour or effort.  
It should be awarded for those really outstanding moments. Pupil(s) should be sent to Mrs Green with an explanation of the reasons for the reward  
Parents will be informed

**Individual Achievement - Collective Reward**  
Awarded for:  
Helping others/exemplary kindness to others  
Making a good decision when others are not doing so  
Managing a difficult situation

This allows staff to celebrate particularly good behaviour or effort.  
It may be awarded for following the school rules.  
Pupils will be sent to another member of staff for recognition. Reward tokens given.

**Individual Achievement - Collective Reward**  
Awarded for:  
Showing a desirable learning behaviour  
Demonstrating a good behaviour trait  
Good manners or respect  
Good effort/attitude towards a task

This is an individual award that cumulates to a whole class reward.  
Child will be given reward tokens to add to class jar that benefits the whole class when full  
Reward token given.

### Level 1 Blue Sky behaviour

**Blue Sky**  
Individual Achievement - Individual Recognition

- Keeping the school rules
- Meeting classroom expectations
- Remembering to say 'please' and 'thank you'
- Holding the door open for the next person
- Able to self regulate and self organise

**Blue Sky Behaviours**  
Remaining at this level is considered an achievement and should be recognised as such. Time should be given just before lunch and at the end of the day to praise those children who have achieved this level of behaviour. They have not wasted any learning time and thus have protected their playtime minutes. Those below blue sky should not be singled out and indeed no mention should be made.

