

**Yorke Mead Primary School**  
**Behaviour for Learning Policy**  
**December 2021**



*Our School Vision Statement*  
*BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

***DARE TO...***

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

Our sunshine rules:



***Be Kind***

***Be Safe***

***Be Responsible***

Yorke Mead School ethos is built on supporting young people and adults to be the best that they can be. In terms of Behaviour for Learning, this ethos is centred on creating a culture and climate of self-discipline, reflection upon our behaviour and the choices we have made, respect for others and empathy for how any individual's behaviour affects the learning of others. The school has a three basic rules (be kind, be safe, be responsible), but our behaviour for learning policy is not primarily concerned with rule enforcement. Through our school policies we aim to establish a learning climate which enables all members of the school to work and learn together. It is a means of promoting **good relationships**, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together effectively and to allow individuals to reach their full potential as learners themselves.

Positive learning behaviours are:

- Readiness for learning**
- Resourcefulness when learning**
- Responsibility for your own learning**
- Resilience in learning**
- Reflection on your own learning**

At Yorke Mead we foster the development of these learning behaviours using our DARE TO values and the development of the '4 C' thinking skills employed in Philosophy for Children.

### **Principles**

Yorke Mead's Behaviour for Learning Policy is built upon the following principles:

- All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating
- All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies
- The vast majority of children in our school community are unlikely to behave in any way that may impact negatively on another person's opportunity to learn.
- All members of the school community have a right to work and play in an orderly, safe environment, and have a responsibility to maintain such an environment by their own behaviour.
- All students will be given support to improve behaviour that falls short of our community expectation. This support may take many forms, but will always be focused on empowering the individual to improve their behaviour so as not to damage their own learning or the learning of others.
- All staff will reward positive behaviour through the school reward systems and appropriately challenge unacceptable behaviour, which will always have an educational consequence and may require a protective consequence too. This includes behaviour outside of the classroom as well as inside it.
- All staff will model the behaviour and social skills that lead to positive behaviour for learning amongst our pupils, both in learning time and in the children's play time
- Behaviour and learning are improved when children and staff can enjoy an attractive, safe and clean environment. All members of the school community have a duty to maintain this environment.
- Children will be taught that some behaviours are not appropriate in the current climate of social distancing and will be helped to understand how their behaviour impacts on others who may need to be more stringent and careful.
- All members of the school community (staff, children, parents) will support the school's behaviour for learning policy and will support the children in achieving the best that they can.

### **The aims of our behaviour policy**

**Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.**

- To help develop self-esteem, enabling the children to work effectively with others and take responsibility for their own learning.
- To help children develop effective, worthwhile and fulfilling relationships based on respect for themselves and others at home, at school and in the community.
- To focus on de-escalation and preventative strategies as a means of promoting positive behaviour management.
- To promote equal opportunities, through teaching and learning about fairness, justice, rights and responsibilities.
- To develop an understanding and appreciation of diversity.
- To provide a clear framework for a positive teaching and learning environment.

At Yorke Mead School we do not tolerate bullying, racism, sexism, discrimination or intimidation of any kind. If we discover that an act of bullying, racism or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate these behaviours, we do everything in our power to ensure that all children attend school free from fear. Any incidents of bullying or racism are reported to the Head Teacher and recorded on the CPOMS system. Parents are informed of any bullying or racist incidents that occur involving their children. (For further guidance see the school's 'Anti-Bullying' Policy).

At Yorke Mead all staff are trained in STEPs de-escalations procedures. We have adopted the Hertfordshire Restrictive Physical Intervention Policy and all members of staff are aware of the guidance regarding the use of force by teachers, as set out in this policy and the non-statutory guidance by the DfE '*Use of reasonable force: Advice for head teachers, staff and governing bodies* (July 2013).

Staff only intervene physically to prevent a child from committing a criminal offence, to prevent a child from injuring self or others, to prevent or stop a child from causing serious damage to property and to stop a child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school. The school policy on Restrictive Physical Intervention follows Local Authority (LA) guidance on the use of force to restrain pupils. All incidents where physical intervention has been used are recorded.

All staff at Yorke Mead are aware of the new DfE guidance '*Mental Health and Behaviour in Schools*' (March 2016 and updated Nov 2018). The school recognises this guidance which underpins the STEPs training we follow in school. (see managing difficult and dangerous behaviours)

### **Expectations of Children to Promote Positive Behaviour for Learning**

Our school ethos expects all children to conduct themselves with respect and a commitment to doing the best they can to promote positive behaviour for learning. The characteristics of positive behaviour for learning at Yorke Mead are built around the thinking and learning characteristics of P4C (Philosophy for Children).

These are:

**CARING THINKING & LEARNING**  
**COLLABORATIVE THINKING & LEARNING**  
**CREATIVE THINKING & LEARNING**  
**CRITICAL THINKING & LEARNING**

CARING THINKING & LEARNING	COLLABORATIVE THINKING & LEARNING
<p>Positive attitude – wanting to learn  Eagerness to participate and staying involved  Persevering – being persistent; stick at it; don't give up  Have a 'can do' attitude – never say "I can't" or "I give up"  Set yourself targets and practise to achieve them.  Arrive in school punctually and ready to learn  Have the right equipment for your learning – e.g. PE kit, reading book etc.</p>	<p>Working with others – learning from others and helping others to learn  Allowing others to have opportunity to learn  Respecting other people's ideas  Managing your own emotions and considering the consequences of your actions on others  Asking relevant questions and listening to others</p>
CREATIVE THINKING & LEARNING	CRITICAL THINKING & LEARNING
<p>Show initiative and learn in different ways  Make use of all learning materials and the learning environment  Make good use of your peers and the adults in school  Using skills you have acquired in other areas of learning</p>	<p>Be curious – don't just accept  Reflect back on your learning – how well did you achieve, what could you do to make it even better  Be able to describe honestly how you feel about your learning and the progress you have made  Listen to and learn from the feedback from other people  Give constructive feedback to others  Feel positive about mistakes and see them as an opportunity to learn</p>

The Class teacher will consult with the children in their class to decide which positive aspects of Learning Behaviours are well developed and which require time, focus and support as a class. The class will then work to improve their learning behaviours with the aim of enabling the children to achieve the best learning they can. Each half term the school will be focused on a positive learning behaviour linked to our PSHE work.

All children sign the 'Home School Agreement' which outlines the school's expectation when they start in Key Stage 2.

The school employs **Pastoral Support Staff** who play key roles in supporting children in learning to manage their own behaviour. Our Pastoral Support Team have some fluidity in their timetables which allow them to respond to the child most in need at any one particular time.

### **Expectations of Staff to Promote Positive Behaviour for Learning**

It is the responsibility of all staff to ensure that the core school rules are enforced at Yorke Mead. Class teachers and Teaching Assistants (these are referred to as teaching staff throughout the rest of the document) are responsible for ensuring behaviour in their classrooms is conducive to good learning. All staff are responsible for ensuring the core rules are followed in the wider school environment. The staff in our school have high expectations of the children with regard to learning behaviours, and they strive to ensure that all children work to the best of their ability. The staff enforce the core rules consistently, treat each child fairly and with respect and understanding.

It is important to note that for some children the general behaviour policy is too broad brush. These children may need to have their own plan, with adaptations to meet their particular needs. Examples might include:

- A child requiring a risk management plan around his/her behaviour

- A child requiring individual positives chart.
- Regular planned and unplanned Short breaks from learning
- Opportunities for regular time out of the classroom to reduce anxiety and regulate to be ready to learn.

Staff will endeavour to ensure the needs of individuals are met for the benefit of the individual and the rest of the class or school.

In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if behaviour that is concerning continues, the class teacher seeks help and advice from the pastoral team, their phase leader or a member of the senior leadership team.

The class teacher always liaises with the SENCo and the SLT when there is a concern about a child's behaviour. The Leadership Team may decide to deploy one of the school Pastoral Support Assistants to support the child in managing their own behaviour. In addition external agencies may be consulted in consultation with parents as necessary, to support and guide the progress of each child. For example, the SENCo may discuss the needs of a child with the LEA behaviour support service or with an Educational Psychologist, a child may be referred to other behaviour support services such as Chessbrook or the Acorn Centre.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The class teacher may also refer any concerns to the Designated Senior Person for Child Protection (DSP/L) following guidelines from his/her child protection training.

### **Expectations of the Head teacher to Promote Positive Behaviour for Learning**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school as set out under the Every Child Matters agenda. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious repeated acts of misbehaviour or very serious one-off acts of behaviour. The Head Teacher may also decide to permanently exclude a child. This will only happen when all other strategies and support have been exhausted or in the case of one-off serious acts of behaviour dependent upon the extent of the act of behaviour concerned. The Head Teacher and Senior Leaders keeps records of all reported serious incidents of misbehaviour.

### **Expectations of Parents to Promote Positive Behaviour for Learning**

The school staff collaborate actively with parents, so that children receive consistent messages about how to behave to support their learning and the learning of others at home and at school. All parents sign the 'School, Parent, Child Agreement' which outlines the school's expectation when their child starts school. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we would normally inform parents immediately if we have concerns about their child's welfare or behaviour.

The retention of incidents in a child's personal file will be a matter of professional judgment by the senior Leadership Team. All serious incidents are however logged in a file held by the Head teacher. Incidents of concerning behaviour are also be logged on the school CPOMs system.

The school uses appropriate consequences (see appendix 2) when a child is struggling to manage their behaviour, and parents are expected to support their child by working closely with the school. There will always be an educational consequence and may be a protective consequence if this is required. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and then, if they remain unsatisfied,

the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Expectations of School Governors to Promote Positive Behaviour for Learning**

The Governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day to day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour. Governors have the chance to see the policy in action during the termly governor visit days

### **How Positive Learning Behaviours Are Encouraged**

#### **Our Sunshine Rules:**

At the beginning of each school year every class will discuss what the agreed 'Sunshine' rules will look like. These rules are also discussed in assemblies. The aim of discussing the rules is to help the children put practical contexts around the rules.

The rules are based on the following values:

*Respect for self*

*Respect for others*

*Respect for learning*

*Respect for property.*

Our sunshine rules are:



**Be Kind**

**Be Safe**

**Be Responsible**

They aim to provide a safe, effective and supportive learning environment.

### **External Discipline V Internal Discipline**

*'The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.'*

Angela Wadham 2009

At Yorke Mead our behaviour policy places emphasis on discipline as a verb, with a focus on supporting children's learning to train themselves to manage themselves in a controlled and habitual way.

### **How we promote pro-social behaviours at Yorke Mead**

- **Relationships** – staff will aim to build positive relationships with all children, especially those who struggle with their behaviour. Some children will have key workers they are able to talk to if they need to.
- **Role modelling**
- **Consistency** – all staff in school follow the behaviour plan and
- **Scripts and Routines** – all classes share the class visual timetable daily. Some children have their own visual timetable and go through this with 1:1 support and their own social story to support their behaviour.
- **Positive phrasing** – telling children what to do, not what they shouldn't do. E.g. *'Walk in the corridor thank you'* as opposed to *'Don't run!'*

- **Limited choice** – This involves giving some control to the child within the realms of what is acceptable to the adult. E.g. *'Put the pen on the table or in the box'* or *'Where shall we talk in here or in the library?'*
- **Planning** – some children will have a behaviour support plan that all staff use to manage difficult times. Anxiety mapping may also be completed to know times when a child may find times more difficult.
- **Reward and Positive reinforcement** -
- **Comfort and Forgiveness** – after any incident at Yorke Mead, once calm, we will ensure the child reflects on their actions and makes the situation right with the person they injured. This allows the relationship to repair and for the child to have a fresh start.

Where possible staff will aim to use the full range of techniques to avoid conflict:

Positive Phrasing:

*Come and sit next to me for a story.*

Limited choice:

*Would you like to sit on the chair or the beanbag?*

Disempowering the behaviour

*You can listen to the story from there.*

Consequence:

*We will check you understand the story before you go out for break time.*

### **Mindfulness and Core Breathing**

As a school we have adopted the core breathing elements of the Mind Up Curriculum, and teach our children about the key functions of the main areas of the brain. A key aspect of this is the daily core practice of preparing our minds for learning. This will occur at least three times every day, most frequently at the start of every morning and afternoon session and usually after break time. Staff may encourage children to adopt the strategy at other points in the day too.

### **Consequences not punishments**

Our behaviour system is built around teaching children that there are natural consequences to their behaviour. The aim is to help children to understand that something logically or naturally follows from an action. Consequences may be protective or educational. A protective consequence would involve the removal of a freedom to manage or prevent harm. It may also involve increased staffing ratios. An educational consequence involves the learning, rehearsal or teaching necessary so that the freedom can be returned. The educational consequence will involve a discussion around what happened and a reflection on how the child could have acted differently. If a child is not ready to have this discussion we may wait or facilitate this using phrases such as 'I wonder if...' At Yorke Mead we use emotion coaching to frame this discussion. It is essential that there is always an educational consequence as it is these that provide the student with the skills and incentives to behave differently faced with the same set of circumstances.

To support children in their learning it may be necessary to limit their freedoms in an area for a period of time. This would be a consequence rather than a punishment. For example, if a child hurts another child in the playground they may have limited access to the playground for a few days, with chance to reflect further on their actions and then choice within choice of what they can do (e.g. you can do Lego or draw). Freedoms will be returned gradually and with support as required.

### **Low Level Disruption**

The vast majority of children at Yorke Mead demonstrate positive learning behaviours at all times. However, on occasions children may behave in a way that disrupts learning- either their own or other peoples.

If a child demonstrates low level behaviour that is disruptive to learning, staff will initially give the children a reminder to follow our sunshine rules. If this fails to bring about the desired change then staff will aim to encourage the child to make a good choice in their behaviour by a positive comment such as '*most of you are sitting quietly thank you*'. This gives the child the opportunity to bring about a change in their behaviour prior to any further. It may be that a child needs to be spoken to directly – where possible this will be done quietly to avoid shame – however, other positive ways may include: '*most of you are sitting quietly thank you. XXX you are calling out. I need you to put up your hand if you want to speak*'. This allows recognition of those who are doing the right thing before we give attention to the child not managing well.

Children who fail to manage their own behaviour may be spoken to quietly at break time, lunchtime or in assembly time; they may also need to catch up or complete work at these times as a natural consequence of not getting things done in the learning time.

### **Safe Space**

Each classroom has at least one 'safe space' where children who need time out can ask to move to if they are feeling anxious or teaching staff might offer to children to support their learning. This is a quiet place where they can hopefully manage their feelings better. There are also a number of safe spaces around the school out of class. Children may, with prior agreement, be allowed to take themselves to their safe space to allow themselves space to calm down or re-regulate themselves.

### **Rewards**

**POSITIVE COMMENTS-** All staff will praise and thank children who manage things well such as walking quietly, holding doors open, helping others etc.

**TEAM POINTS** – From Year 1 children may be given team points. These are in general used to reward good quality of work, and often will be written in the children's books when marked. Team points are collected in each Friday and the results announced in Celebration assembly. The winning team have their ribbons on the cup for that week. Children are released from Celebration Assembly in their colour group according to the team ranking for that week.

**STICKERS-** In addition to the rainbow stickers that will be given by another class teacher some teachers may also choose to give stickers for good work to an individual. Generally these are used more frequently in the younger classes in the school, though can be given to all ages. Younger children particularly like the immediate reward.

**CERTIFICATES-** Each week the class teacher will choose two children to achieve a certificate for either good work, behaviour etc. Certificates are rewarded based on effort rather than attainment. These are presented in Celebration Assembly each Friday and then displayed on the celebration board in the entrance hall. Any class with large project work or individuals who have completed work of high quality may share their work in this assembly.

**DARE TO CERTIFICATES** – Over their time at Yorke Mead the children will work to earn each of the DARE TO certificates; linked to the school values noted at the beginning of the policy.

Each term two children from each class will be selected to have **Tea with the Head teacher** as a reward for consistently doing the correct thing/ working hard etc.

**POLITENESS & GOOD MANNERS AWARDS/KINDNESS AWARDS** – If a staff member notices a child has been particularly polite or kind they can inform the school secretary, Mrs Dawkins, who will ensure the behaviour is noted for the child with a politeness or kindness certificate to be awarded in the weekly celebration assembly.

*NB: Assemblies are continually under review and appropriate measures put into place. If restrictions of social distancing or the school risk assessment mean that we are not able to hold assemblies, certificates are rewarded virtually and emailed directly home to the parents of the children. Children are still able to celebrate their success and receive the reward in school verbally and in front of their class peers.*



### **The development of self-esteem and personal and social skills**

Our PSHE curriculum is based around the Jigsaw PSHE Scheme of work. The PSHE curriculum includes time to develop social skills as well as developing an understanding of how to keep ourselves physically and mentally healthy and safe.

In addition each class will have a Philosophy for Children (P4C) session each week. P4C enables children to develop the ability to listen to and understand different perspectives and points of view. There is no right or wrong answer to the questions allowing children to share ideas with greater confidence and developing their sense of self-worth and self-esteem. P4C uses the four different thinking skills (Caring, Collaborative, Creative and Critical) that our behaviour for learning policy is built around.

Children in KS2 have one assembly a week (Talking Assembly) where issues of concern can be discussed. All children are encouraged to participate. Key Stage 1 children have an assembly that can be adapted to explore a key theme based on need using stories, poems or discussion.

### **School Council**

Children from Year 2 upwards select two members of each class (one girl and one boy) to the school council at the beginning of each school year. Depending on maturity we may decide to let Year 2 defer election until the spring term. The school council discusses issues that concern each class. They meet weekly with the school council lead and half termly with the Head teacher or member of the senior leadership team.

### **Discussion time**

All classes spend time talking together. Sometimes this would be a class circle time where the children learn to listen to each other and think about each other. Sometimes it would be a class discussion about an issue that concerns the class. This discussion may be led by the class teacher, a member of the leadership team or by the pastoral support assistant.

### **Unacceptable Behaviour**

Any incident involving bullying, racism, sexism or any other kind of discrimination is always unacceptable. All incidents of potential bullying, racism, sexism or any other kind of discrimination are investigated and recorded in the Incident Log kept in a file in the Head teacher's office.

Unacceptable behaviour includes behaviour that breaks the three basic sunshine rules. The children are supported to understand what sort of behaviour is unacceptable and class discussions are used to discuss behaviour.

### **Incidents involving unacceptable behaviour**

All children involved in any incident of unacceptable behaviour will have the opportunity to explain what happened. When necessary the Head, Deputy or member of the Leadership Team will speak individually with children involved and write down what was said. Where possible the children involved will be encouraged to agree what happened, to acknowledge their own roles and to take responsibility for their own behaviour. Copies of reports of such incidents will be kept in the incident file in the Head teacher's office, or may be recorded on the CPOMS system.

### **Support for children who are experiencing problems in school**

Our behaviour for learning policy is intended to support children in being able to manage their own behaviour and feeling. Some children need additional help and support to achieve this. This support may take a number of forms:

- The opportunity to work away from others either inside or outside the classroom.
- The opportunity to discuss their difficulties with an adult and work out strategies to overcome their difficulties.
- Anxiety Mapping, use of Roots and Fruits and other STEPs paperwork.
- Rewards for improved behaviour.

- The opportunity to take “time out” when things are going wrong.
- Lunchtime activities e.g. choir, football, etc.
- Children may discuss their problems with a member of staff.
- Children may write down their problems and give them to a member of staff.
- Children may spend time with the Pastoral Support Assistant talking about what they are finding difficult
- Interventions may be planned such as social skills groups, Lego or drawing therapy, nurture groups etc.

All staff in school are trained in the delivery of emotion coaching. This strategy encourages children to separate the emotion from the behaviour. Emotions are natural and experienced by all. We cannot control our emotions. The behaviour that results from the emotions is different – this can be managed. Emotion coaching enables pupils to identify this and gives positive strategies for how one could respond differently next time.

### **Managing Difficult or Dangerous Behaviours**

As a school we recognise the difference between difficult behaviours and dangerous behaviour. Some children, especially those who demonstrate frequent or significantly difficult behaviours or dangerous behaviours, may require their own individual risk plan to support the school staff in managing their behaviour.

### **Physical Intervention**

The school has a physical intervention policy that it follows when behaviours become dangerous. All staff at Yorke Mead have completed STEPs training and interventions will be in line with the STEP ON training completed. Staff will attempt to encourage children to follow directions by talking first using the STEPs de-escalation script. All staff at the school are aware of the de-escalation script and will use it. The aim is to reduce anxiety and to avoid any need for physical intervention.

Physical intervention may be used:

- To prevent a person from committing a criminal offence
- To prevent a person from injuring self or others
- To prevent or stop a person from causing serious damage to property

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student
- To direct or steer a student
- For activity reasons (for example in drama, physical games)

Physical intervention should be in the student’s best interest and should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

### **Following an Incident: Reflect, Repair and Restore**

*An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.*

Wright 1999

The aim of this is to re-visit the experience by re-telling and exploring the story with a changed set of feelings.

During the incident the student’s behaviour may be influenced by anger frustration disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective. More simply it involves asking:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Some children in school are supported by the **Zones of Regulation** approach to support their behaviour. Where children are supported by this approach the use of their particular colour choices linked to their emotions will be used to support their understanding.

### **Special Educational Needs (SEN)**

We recognise that some children have additional needs in terms of managing their emotions and feelings, and that this can result in them needing additional support in order to manage their behaviour. Some children also have medical conditions that may impact on their ability to manage their behaviour without additional support. The school will do all it can to support all children. These children may require an individualised approach to supporting behaviour which will be recorded in their learning plan.

Children whose behaviour is consistently unacceptable may need to be on the SEN register following discussions with parents.

All children on the SEN register have a Learning Plan that sets targets for improvement.

Some children may need support from outside the school such as Chessbrook or an Educational Psychologist. Parents would be involved before an outside agency was consulted.

### **Working with parents to promote good behaviour**

At Yorke Mead we believe that developing your child and enabling him/her to achieve his/her full potential academically, socially and emotionally is best achieved through parents and school working in partnership. This is particularly important if your child is to develop positive learning behaviours.

### **Communication**

Often things that happen at home can affect a child's behaviour at school. Parents are encouraged to let their child's class teacher know if they feel their child's behaviour is likely to be affected by something that has happened at home.

If this is a sensitive matter, and parents do not wish to discuss with the class teacher they are able to make an appointment to see the Head teacher to discuss the matter in confidence. This enables the school to ensure the best and most appropriate support is available to the child.

### **Family Support**

The school aims to support families who may be struggling with an element of their child's behaviour. The school buys in family support to enable help and advice to be available to parents who may make an appointment or simply drop in for tea and a chat. Our Family Support Worker is Debbie Greenfield. Parents may also seek the support of Mrs Dawkins, who acts as a key link between parents and senior leaders, or a member of the Pastoral Team.

### **Links with home**

The home-school agreement is given to all new parents.

Agreed class rules (Sunshine rules) are sent home in September.

Individual reports include comments about a child's behaviour.

Parent consultation may include discussions about a child's behaviour.

Parents will be involved when a child needs support in managing his/her behaviour.

When support work with the children and the above mentioned links with home have failed to correct a behaviour problem, Yorke Mead (with the consent of parents) may suggest that a Pastoral Support Programme or Families First Assessment Framework be established. The advice and involvement of outside agencies will be sought and the school will hold regular meetings with parents.

## **Reports and record keeping**

Annual reports will include a comment about behaviour. Copies of letters sent to parent and incident reports are kept in children's personal files.

Parents may see internal school records about their child if they wish by making an application through the school office. The E Safety and Data Security policy and Code of Conduct ensure the security of personal data.

## **Fixed Term and Permanent Exclusions**

We do not wish to exclude any child from school and will do all we can to support a child before taking this decision. Unfortunately however, sometimes this may be necessary. In these cases the school will follow guidance and guidelines issued by the Department for Education.

The school has adopted the standard national list of reasons for exclusions, and the standard guidance, *Exclusion from maintained schools, academies and pupil referral units in England (2017)*. We refer to this guidance in any decision to exclude a child from school. The relevant internet address is:

<https://www.gov.uk/government/publications/school-exclusion>

Only the Head teacher (or the Acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents they can, if they wish, appeal against the decision to the Governing body. The school informs the parents how to make any such appeal. The Head teacher informs the LEA and the Governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

The Governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, any representation by parents and the LEA, and whether the child should be reinstated.

If the Governor's appeal's panel decides that a child should be reinstated, the Head teacher must comply with this ruling.




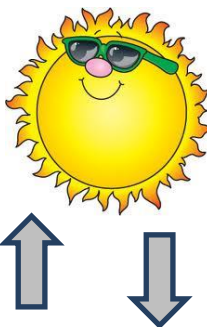
We recognise that a fixed term or a permanent exclusion can have a significant impact on the child concerned and may also have an impact on their family and the school community. Exclusions will not be imposed without proper prior consideration of all the circumstances, or for minor incidents such as:

- A failure to complete home learning
- Poor academic performance
- Lateness
- Breaches of school uniform or rule on appearance
- To punish pupil's for their parents' behaviour (such as failing to attend a meeting) or protecting victims of bullying by sending them home

Fixed term exclusions may however be justified in relation to breaches of this policy which are not serious enough to call for permanent exclusion but yet lesser sanctions are inappropriate.

Permanent exclusions might be considered in responses to serious breaches of our behaviour policy (including behaviour off-site) or where allowing the pupil to remain would seriously harm the education and welfare of the pupil or others in the school.

**APPENDIX 1**

<p><b>Pot of Gold</b></p> <p><b>Individual Achievement</b></p> <p><b>Individual Award</b></p> <ul style="list-style-type: none"> <li>Managing a difficult situation exceptionally well</li> <li>Showing mature behaviour</li> <li>Outstanding care/ kindness</li> <li>Outstanding piece of work</li> <li>Outstanding effort (behaviour or learning)</li> </ul>		<p><b>Pot of Gold Behaviours</b></p> <p>Awarded for those really outstanding moments. The child/ children will be sent to the Head teacher for a certificate and will be written in the "Golden Book".</p> <p>Parents are notified though the certificate sent home.</p>
<p><b>Rainbow</b></p> <p><b>Individual Achievement</b></p> <p><b>Collective award</b></p> <ul style="list-style-type: none"> <li>Managing a difficult situation</li> <li>Exemplary kindness to others</li> <li>Demonstration of a good decision when others are not making one</li> <li>Helping others</li> <li>Overcoming a personal target</li> </ul>		<p><b>Rainbow Behaviours</b></p> <p>This may be awarded for particular adherence to one of the golden rules or behaviour as described. The child will be sent to their foster class for recognition. Achieving this level may earn whole class reward such as additional gem or possibly additional golden time for the class if appropriate.</p>
<p><b>Marble Jar Award</b></p> <p><b>Individual Achievement</b></p> <p><b>Collective award</b></p> <ul style="list-style-type: none"> <li>Demonstrating a positive behaviour</li> <li>Good manners or respect</li> <li>Displaying a desirable learning behaviour</li> <li>Good attitude/effort at a task</li> <li>Independent learning</li> <li>Consistently following the sunshine rules</li> </ul>		<p><b>Marble Jar Behaviours</b></p> <p>This is an individual award that carries a collective reward... for the marble jar behaviour a child earns a marble to put into the class jar. When the jar is full/ all marbles are earned the class will have a collective reward.</p>
<p><b>Sun</b></p> <p><b>Individual Achievement</b></p> <p><b>Individual Recognition</b></p> <ul style="list-style-type: none"> <li>Keeping the Sunshine Rules</li> <li>Meeting Classroom Expectations</li> <li>Remembering to say please/thank you</li> <li>Self Regulation/ Self organisation</li> </ul>		<p><b>Sun Behaviours</b></p> <p><b>Remaining on this level is considered an achievement.</b></p> <p>Staff make some time at end of the morning/ afternoon to praise those who are on the sunshine, and to remind them that they have protected their golden time (KS2)/ playtime (KS1) by not wasting learning time or teaching time.</p>

## Appendix 2: Protective and Educational Consequences

	<b>Protective Consequence</b>	<b>Educational Consequence</b>
<p><b>Low Level Behaviours</b> Examples include:</p> <ul style="list-style-type: none"> <li>• Wasting learning time</li> <li>• Talking in assembly/as move around school</li> <li>• Talking in class</li> <li>• Disturbing others</li> <li>• Dropping litter</li> <li>• Calling out in lessons</li> <li>• Drawing on whiteboards etc. when should be listening</li> </ul>	Not applicable	<p>Reflection on impact on others Directed talk to identify behaviours causing concerns Working away from others Catch up learning in own time/ picking up litter/ check-up discussion about the learning</p>
<p><b>Moderate Behaviours</b> Examples include:</p> <ul style="list-style-type: none"> <li>• Consistent low level behaviours</li> <li>• Unkindness towards another pupil</li> <li>• Misuse of school equipment</li> <li>• Continual shouting out in lessons</li> <li>• Refusal to work (inc. home learning)</li> <li>• Accidental swearing</li> <li>• Carelessness resulting in hurting another child</li> <li>• Shouting at adults/other children</li> </ul>	Time out reflection away from the situation	<p>Reflection on impact on others Directed talk to identify behaviours causing concerns Working away from others Reflect &amp; Repair with anyone hurt Catch up learning in own time / check-up discussion about the learning Possible involvement of parents</p>
<p><b>Serious Behaviours</b> Examples include:</p> <ul style="list-style-type: none"> <li>• Consistent moderate behaviours</li> <li>• Bullying of any kind including racial</li> <li>• Swearing directly at staff/ other children</li> <li>• Consistent rudeness to adults e.g. answering back, walking away, ignoring directions etc.</li> <li>• Deliberately hurting another child</li> <li>• Being physically or verbally threatening towards another person</li> <li>• Damage to school equipment /school property</li> </ul>	<p>Immediate withdrawal from situation Work out of class Time out to calm down Reflection on own behaviour</p>	<p>Parents informed Reflect &amp; Repair with anyone hurt Withdrawal of freedoms Working out of own classroom If behaviour unsafe possible alternative arrangements to educational visit</p>
<p><b>Significantly Concerning Behaviours</b> Examples include:</p> <ul style="list-style-type: none"> <li>• Consistent serious behaviours as outlined above</li> <li>• One off serious incident resulting in significant mental or physical hurt to another person</li> <li>• Bringing a weapon into school</li> </ul>	Possible exclusion (fixed term or permanent)	<p>Involvement of appropriate professionals to support child in understanding impact of actions If behaviour unsafe possible alternative arrangements to educational visit</p>