

Behaviour for Learning

Policy 2022



**HARTLEY BROOK
PRIMARY ACADEMY**

Astrea Academy Trust
INSPIRING BEYOND MEASURE

Policy Agreed: January 2022

Policy Review: April 2023

Policy Statement

At Hartley Brook Academy we aim to achieve and sustain the highest standards of behaviour and discipline in order to make the children's experiences of school life enjoyable, safe, secure and rewarding.

'Every child needs a champion' – Rita Pierson

'No significant learning can occur without a significant relationship' – James Comer

From their first day at Hartley Brook, children will be learning what school life is all about and that, to make our school function as an orderly community, each one of us has a role to play. All members of staff will collectively lead by example and communicate good, positive behaviour expectations. We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations. By fostering positive relationships between children and all staff, the children will feel valued both as individuals and as part of the school community. Through this, we hope the children will develop a pride in themselves and in our school, together with a sense of belonging.

Aim

The aim of the Behaviour for Learning Policy is to:

- Create the most effective conditions for teaching and learning at Hartley Brook Academy to ensure optimum pupil progress.
- Help manage children's behaviour effectively and set a clear framework for rewarding appropriate and responsible behaviour.
- Clearly state the procedures to be followed and sanctions to be applied should behaviour fall short of our expectations.
- Make clear the expectations and conduct as agreed by the Trust/ Governing Body for Staff, Children and Parent/Carers.
- Staff have a trauma informed approach when dealing with behaviour.

Objectives

The objectives of the Behaviour for learning policy are to:

- Develop a culture of mutual respect where staff, children, parent/carers and visitors feel valued whilst at our school;
- Recognise and encourage a positive approach to behaviour by teaching the desired behaviour through modelling, reward, praise and routines;
- Ensure that we have an engaging and exciting curriculum, with well- planned and resourced lessons to ensure promotion of good behaviour;
- Adopt an approach of a least to most intrusive hierarchy of intervention and ensure that where behaviour falls short of expectations, procedures are followed and sanctions are applied swiftly and consistently;
- Ensure that all children and parents/carers are supportive of the Behaviour for learning policy and sign the Home Academy Agreement at the beginning of each academic year.
- Adopt an approach using the PRRR (protect, relate, regulate, reflect).

All Staff

- To meet and greet at the door at the beginning of every lesson.
- To refer to the school rules: 'Be ready, be respectful, be safe, be kind'
- To refer to the school values: 'scholarship, tenacity, unity, responsibility, curiosity'
- To model positive behaviour and to build positive relationships with all learners – attitude is everything, attitude is crucial.
- To plan lessons that challenge, engage and meet the needs of all learners.
- To have a class dojo display visible in the classroom where children can see their class points. Also the positive behaviours are to be clearly displayed.
- To be calm and follow the necessary steps when dealing with behaviour.
- To follow up every time and engage with reflective questioning with learners.
- To never ignore or walk past learners who are displaying poor behaviour.
- To be trauma informed.

SLT

- To meet and greet learners at the beginning and end of the day.
- To be visible around school to encourage appropriate conduct especially at times of mass movement.
- To support staff in returning learners to learning by sitting in on meetings and supporting staff in conversations.
- To regularly celebrate staff and learners whose effects go above and beyond expectations.
- To encourage the use of rewards such as: dojo winners, stickers, certificates, positives notes and positive phone calls home.
- To ensure that staff training needs are identified quickly and are targeted.
- To use behaviour data to target and assess interventions.

All staff will:

- Purposely catch learners doing the right thing and deliberately praise them in front of others.
- Develop and build relationships with their learners and find out their interests and hobbies.
- Work persistently to build a mutual respect with learners.
- Stay calm when responding to poor behaviour and save their emotion for the right behaviour.
- Show unconditional care and compassion.
- Ensure that restorative meetings are being held and ensure that learners have had a chance to discuss their actions.

Key Points

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can confiscate pupils' property.
- Teachers have a power to impose detention out of school hours.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Teachers and staff will work together to ensure bespoke timetables are in place for children who are struggling to regulate (Zones of regulation, visual timetables, behaviour plans).

Hartley Brook Expectations

Excellent learning behaviours = optimum conditions for learning!

Uniform Expectations

- Maroon jumper or cardigan (with or without the school logo).
- Grey skirt, trousers, tailored shorts or pinafore dresses.
- White polo t-shirts (with or without the school logo).
- Maroon Gingham checked dresses.
- White/grey/black socks or tights.
- Black shoes/boots – NO trainers.
- Plain headscarves for religious purposes.

PE:

- Maroon/white t-shirt, black shorts, jogging bottoms or leggings
- Trainers (any) or pumps
- Maroon hoodie with or without logo

Respecting others and our environment

- We are quiet when walking through corridors, so we don't disturb lessons.
- We follow teachers instructions, this keeps us safe.
- We use manners (please, thank you, holding doors for people).
- We greet visitors kindly.
- We pick up anything on the floor (outside or in), this keeps our school looking clean and tidy and keeps us safe from tripping.
- We knock on doors to see if it is ok to go in.



Our Dining room

- We Wash/sanitize our hands before eating
- We use indoor voices
- We line up sensibly for dinner
- We sit down when eating and put our hands up for help
- We are polite to all
- We clean our space after eating



We encourage:

- Eating with a knife and fork
- Chewing with your mouth closed
- Finishing your mouthful before talking
- Cleaning and tidying your space for the next person.

Learning time



- We are ready to listen after 3,2,1
- We sit on our chairs properly (BBC – bottom at the back of chair) and tuck in (TNT – tummy near table) to keep us safe and comfortable.
- We are on time for learning
- We are ready – looking, listening and concentrating.
- We keep our classrooms tidy
- We respect each other
- We listen to all



BE
Proud
of
yourself

Our books

- We have pride in our presentation
- We follow schools presentation policies in each lesson
- We look after our books



Hartley Brook Values

We have adopted five main values to follow through all aspects of school life:

These are: **Scholarship, Tenacity, Responsibility, Unity, Curiosity**

The five core values are displayed in school, linked to dojo rewards in class and around school and are discussed in celebration assemblies.

What do they look like at Hartley Brook?

Scholarship 	<ul style="list-style-type: none">• Excel in all learning• Be proud of all work• Help others• Be a good listener• Contribute to lessons• Play kindly with others and respect all
Tenacity 	<ul style="list-style-type: none">• Have resilience in learning• Always strive to try again• Have a growth mind-set 'it's ok to make mistakes'• Learn from others• Learn from errors• Be determined
Unity 	<ul style="list-style-type: none">• Work together as a class• Help each other achieve• Support learning• Use manners• Respect each other• Play together• Kind to each other
Responsibility 	<ul style="list-style-type: none">• Take control of yourself• Take pride in all work• Own your actions• Be a role model to others• Look after school equipment• Respect yours and others belongings
Curiosity 	<ul style="list-style-type: none">• Ask questions• Explore and research independently• Find out more• Contribute to lessons• Solve problems• Strive to achieve the very best

Hartley Brook Rules

Our school has four rules '**Be Ready, Be Respectful, Be Safe, Be Kind**' which are visible in and around our school and in all classrooms. They can be adapted and applied to a range of situations and are modelled by all staff. We believe the best impact we can have on behaviour is to have clear, simple rules which all learners can follow. By praising good behaviour publicly, we celebrate the child and recognise their good behaviour.

We also acknowledge that some children find it a little difficult to follow and reach out behaviour expectations. In this case, unique behaviour plans are developed with class teachers and learning mentors which include rewards to reinforce positive behaviour.

What do they look like at Hartley Brook?

Be Ready	<ul style="list-style-type: none">• We stop when we are asked• We face the teacher• We listen to the person talking• We put everything down• We have all our equipment• We sit on the carpet/chairs properly• We arrive to our lessons on time
Be Respectful	<ul style="list-style-type: none">• We listen to the person talking (child/adult)• We are polite to each other• We use manners• We look after all equipment including others belongings• We follow instructions
Be Safe	<ul style="list-style-type: none">• We walk around school• We use equipment safely• We tuck chairs under• We hang coats/bags on pegs• We carry equipment correctly• We follow instructions• We stay safe online
Be Kind	<ul style="list-style-type: none">• We help each other• We use kind hands, words and feet• We are polite to each other• We play together• We celebrate each other's achievements• We encourage each other• We listen

School system

Positive behaviour is consistently reinforced. The school teaches Jigsaw as a PSHE curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition through the use of class dojo when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve.

Classroom reward system

INSPIRING BEYOND MEASURE

Our classroom behaviour system is called **DOJOs**. This is a points system where children can earn positive points for different skills and values.

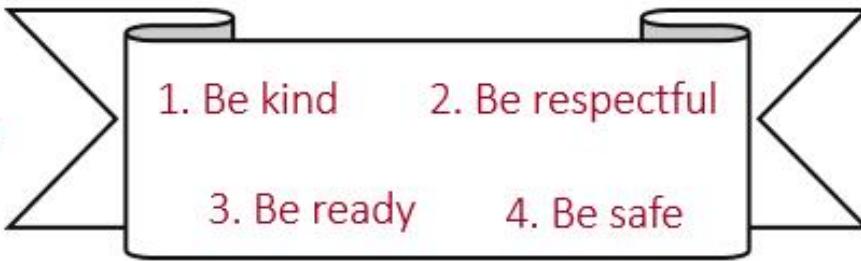


What can children earn points for?

2 points for showing any of our school values.



2 points for following any of our school rules.



Extra rewards include:

- stickers ► class teacher bands ► gold bands ► certificates ► verbal praise
- showing work to other adults ► postcards sent home
- phone call home ► class weekly reward ► top scorers reward time
- top scorers half termly reward time

Each week your child's points will increase. The **winners of the week** will be rewarded with extra time in school and the **winners of the half term** will be rewarded with an invitation to a special event in school.

Everyday expectations for great behaviour:

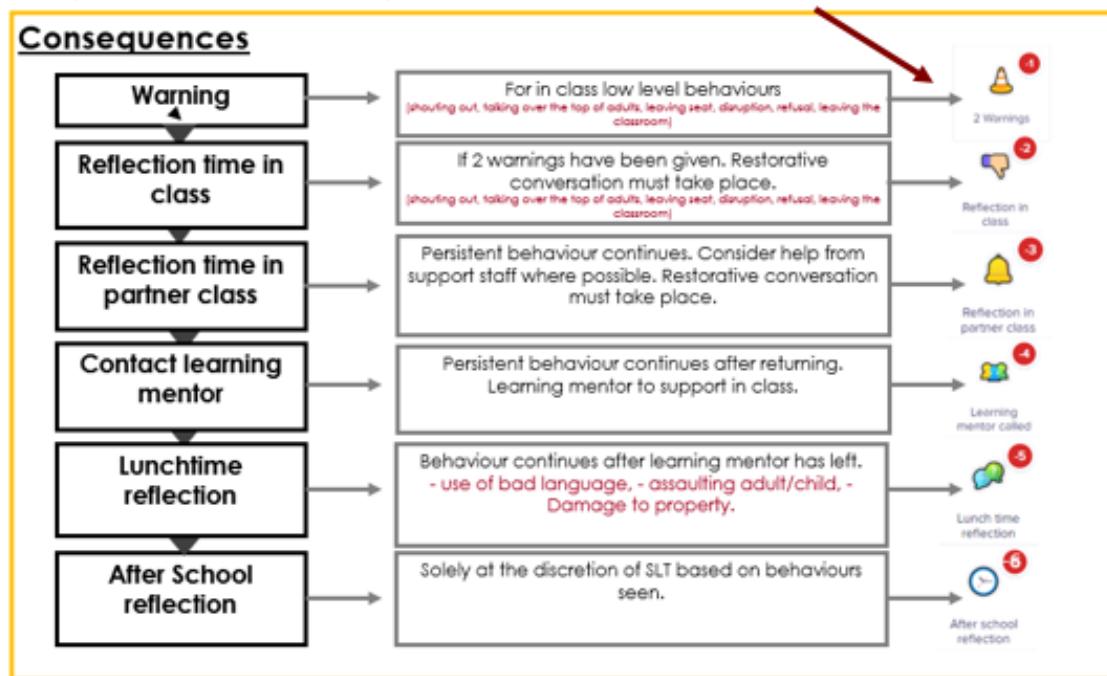
- Walking in corridors.
- Lining up sensibly in order.
- Manners shown throughout the day (please, thank you, opening doors for others).
- Respecting our communal areas by leaving them tidy.

Behaviours and Sanctions

What if my child isn't showing positive behaviours?

If children are not showing the positive behaviours that we as a school promote, then we have a ladder of consequences, that we consistently follow.

For each step on the ladder means points deducted from their DOJO score.



School system

Our school behaviour system is recorded on **BROMCOM (school management information system)**. This is where any negative behaviour points are recorded. Each child has an individual profile to record these points. If your child reaches a certain amount of points, we will be following these steps.

Bromcom points	What needs to happen?	Who?
2	Discussion with child	Class Teacher
4	Phone call home to explain concerns with amounting points.	Class Teacher
6	Face to face meeting with parents/carer.	Class Teacher
8	Put on an effort card (until the next half term)	Learning Mentor
	Feedback about weekly progress to parents. (Via email, face-face on pick up or phone call.)	Class Teacher
10	Face-face meeting with SLT and learning mentor	Danielle/Tom/Estelle/Lisa
12	Face-face meeting with head teacher	Claire Costello

At 10 points children will have a formal behaviour plan for all staff to follow. This will be shared with parents/carers and all staff involved with the child to ensure a consistent approach.

Corridor passes

Each class has two corridor passes to enable children to leave the classroom with permission. Children who do not have their pass on them, for a valid reason will be given a consequence of owing school time in the children's own time.

Restorative Questioning

What is a restorative conversation?

Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice. It's an opportunity for both the teacher and student to express their feelings about what's going on in the classroom.

'Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.' – Dr. Kevin Maxwell

At Hartley Brook, we believe that by using a restorative approach, we are allowing learners to understand and independently take responsibility for their behaviour. We are also allowing our learners to have the chance to make more informed choices in the future. Restorative questioning permits this. It helps our learners to develop the value of our school rules, to be ready, to be respectful, to be kind and to be safe.

Restorative Questioning
<ul style="list-style-type: none">- What has happened?- What were you thinking at the time?- What have you thought about since?- Who has been affected?- What do you need to do to put things right?- How can you do things differently?

Serious incidents

If a serious incident should arise, the following forms will be filled in by the member of staff and parents/guardians will have a phone call home.



Serious Incident Form

Seen by LM:	Date seen:
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Section A

Name of the Child:	Year Group:	
Date of Incident:	Time:	Location:
Name of Staff involved:		
Describe lead up to incident:		

Details of Incident:

Section B Restorative Follow Up

What happened from the child's point of view?

How did the child feel?

What will the child do differently next time they feel that way?

Signed:

Date:

Reported to parents

Comments: