

## St Margaret's Behaviour for Learning Policy

### Consequences

In the use of consequences, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. When consequences / consequences are applied, children should be helped to understand why what they have done is not acceptable. A greater understanding of good behaviour for Learning should result in a reduction of the repetition of incidents. Our structured conversations about Behaviour for Learning should convey our displeasure at the nature of the behaviour and not of the child.

Note See also our policy on the 'Use of Force'.

- If behaviour results in injury or abuse then a L.A. incident reporting form should be completed (if you are not sure if the incident constitutes abuse or non accidental injury, discuss it with the Unit Leader in the first Instance who may refer you to a member of the SLT)
- If physical intervention of any kind is required, then a 'Physical Intervention' (P.I.) record should be completed as soon as possible.
- Both incidents should be reported to parents using the appropriate parental letter.

We have an agreed system of behaviour for learning which is outlined below. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make positive choices and prevent further consequences being applied.
- Enable us to identify any Special Educational Needs (S.E.N.)
- Allow early involvement of parents, Unit Leaders, Special Educational Need Coordinator (S.E.N.C.O.), Learning Mentor S.L.T and the relevant support agencies.
- Do everything reasonably possible to avoid exclusion from school.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence where the learning or the safety of the school community has been severely compromised.

It is essential that the children are familiar with our procedures and know what will happen next if they are unsafe or unproductive in their learning. Professional judgement is required regarding when to move from the first to the next step but overall we should have high expectations of behaviour for learning

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### Guided Behaviour for Learning Procedure.

Stage of Behaviour for Learning and staff leading	triggers	recommended strategies / procedures	Expected outcome	Monitoring / reporting	Further advice Who? /What?
<b>Stage 1</b> Class teacher	Challenges to expectations and / or disruption to learning	<b>Quality First Teaching strategies</b> including: <ul style="list-style-type: none"> <li>• Verbal reminders of school expectations, positive motivators and consequences.</li> </ul>	The child responds to reminders and behaviour ceases.	None required however individual teachers may want to keep their own records	Line manager – Deputy head/Head and/or SENCo Re: Quality First Teaching for inclusion
<b>Stage 2</b> Class teacher	Repeat infringement of classroom expectations.	<b>Final warning</b> Use the language of choice and appropriate linked positive motivators and consequences	The child makes a follows advice of CT and good choice	None required however individual teachers may want to keep their own records	As above
<b>Stage 3</b> Class teacher	Child does not follow CT advice at final warning and meets consequences.	Effect the consequence as outlined at the final warning <b>PLUS</b> use <b>Reflection and Repair</b> proforma to review and discuss with the child why he/she did not make expected choice in behaviour at final warning	The child learns from the consequence and in the 1:1 debrief session is able to reflect on why they made a poor choice. S/he repairs the situation and does not repeat the behaviour	Behaviour for Learning report form to be completed and entered into class/ school record keeping system / database.	As above
<b>Stage 4</b> Class teacher and Unit Leader	When the Class teacher feels that Reflection and Repair is insufficient to meet the child's presenting needs	<b>Individual behaviour / support</b> CT (and others from class team and or SENCo) <u>meet with parents to share concerns.</u> Child is placed on an individual inclusion diary NB: Possible need for a Care and Support plan if P.I. has become a frequent event	The child's Lost Learning Time and need for P.I reduces significantly.	<ul style="list-style-type: none"> <li>• Inclusion diary is reported on class/ school record keeping system / database.</li> </ul> Inclusion diary is: <ul style="list-style-type: none"> <li>• reviewed after each lesson with the child</li> <li>• analysed weekly by the teacher to look for trends.</li> <li>• reported as a summary to parents weekly</li> </ul>	L.A services i.e. Jigsaw for help with implementing Inclusion diaries and analysis, Care and Support plans and P.I. forms.

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<b>Stage 5</b> Class teacher, Unit Leader, SLT with Lead for Behaviour and possibly SENCo (if identified SEMHD)	children who do not respond positively to being on an <b>inclusion diary</b> and where there are serious concerns about the child's behaviour	<i>may include some or all of the following:</i> <ul style="list-style-type: none"> <li>• The creation of individual Provision Plan evidencing adjustments linked to additional funding.</li> <li>• Assessment for work with the Learning Mentor.</li> <li>• Assessment of wider family / school needs using Early Help leading to the involvement of all necessary agencies.</li> </ul>	<i>Outcomes may include some or all of the following:</i> <ul style="list-style-type: none"> <li>• The provision plan meets needs</li> <li>• The E.H.O. plan brings about positive change</li> <li>• Work with the LM is appropriate and settles behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily feedback to child</li> <li>• summary reviews of progress with parents.</li> <li>• Outcomes recorded on school / class behaviour reporting system / database.</li> </ul>	L. A services for help with Provision Plans L.A. services for support with Assessment linked to the Early Help Offer
<b>Stage 6</b> Class teacher, Unit Leader, SLT with Lead for Behaviour and Headteacher	Pupil at Risk of Exclusion (P.A.R.E.)	<b>Internal Exclusion</b> <ul style="list-style-type: none"> <li>• Organised and arranged on an individual basis.</li> <li>• The length of the exclusion will be determined by the child's response to the consequences.</li> <li>• We are looking for an understanding of the severity of the breach of the behaviour expectations and a change in attitude.</li> </ul>	Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class	<ul style="list-style-type: none"> <li>• Outcomes recorded on school / class behaviour reporting system / database.</li> <li>• Record of integration meeting led by Headteacher.</li> </ul>	L.A. Access Team – for advice re exclusion. School staff Early help referral (Jigsaw)
<b>Stage 7</b> Class teacher, Unit Leader, SLT with Lead for Behaviour and Headteacher	increased risk of P.A.R.E.	<b>Fixed Term Exclusion</b> <ul style="list-style-type: none"> <li>• Possible need for a Pastoral Support Plan (P.S.P.)</li> </ul>	<ul style="list-style-type: none"> <li>• Child demonstrates co-operative learning behaviour and respect and risk of P.A.R.E. reduces.</li> <li>• If placed on a P.S.P - Targets are achieved so the PSP is no longer necessary</li> </ul>	Letter to Parents Notification of exclusion sent to L.A. Record of integration meeting led by Headteacher. Detailed P.S.P reviews with: <ul style="list-style-type: none"> <li>• child daily</li> <li>• Unit Leader, child and parents weekly</li> </ul>	As above if not tried at Stage 6

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<b>Step 8</b> Headteacher and identified school staff	Persistent disruptive behaviour and / or serious breaches of the school's behaviour and safety policies.	<p style="text-align: center;"><b>Permanent Exclusion</b></p>	<ul style="list-style-type: none"> <li>• If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.</li> <li>• If appeal unsuccessful, remove child from school roll.</li> </ul>	Letter sent to parents Copy of exclusion letter, Notification Parts One and Two and Data sheet sent to L.A	L.A. Access Team for advice re exclusion. Jigsaw for advice re Day Six Provision