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# Behaviour for Learning

<b>Approval</b>	<b>AST</b>
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## **CONTENTS**

- 1. Statement of Intent**
- 2. Context**
- 3. Monitoring, Reviewing and Evaluation our Practice**
- 4. Principles**
- 5. School Procedures**
  - 5.1 School Standards**
  - 5.2 Celebrating Success**
  - 5.3 Consequences**
  - 5.4 Community Service Outside of the School Day**
  - 5.5 Standards Report and Removal from Lesson**
- 6. Behaviour and Conduct Outside of the School Grounds**
- 7. Permanent Exclusion from School**
- 8. Pupil and Staff Support**
- 9. Professional Development for Staff**
  
- 10. Special Circumstances**
- 11. Roles and Responsibilities**

## 1. Statement of Intent

The school operates a unique approach towards behaviour management, recognising that all behaviours are highly influenced by our ability to:

- Communicate with each another;
- Form positive relationships;
- Understand what initiates differing behaviour patterns in both ourselves and others, by gaining a growing awareness of our emotions and emotional regulation techniques;
- Reflect on our patterns of behaviour and influence our thought processes and subsequent actions, to ensure we all take ownership of our actions.

The school culture is underpinned by a very clear set of values; independent thinking, mutual respect for others and taking responsibility for our actions and this is reflected in our policies and everyday practice. The ethos in the school fully supports our approaches towards the management of behaviour.

We adopt a proactive style in our systems of management, recognising and responding to the needs of all individuals and adopting a more personalised and holistic approach towards the development of our curriculum.

We believe that all members of our community have the right to learn in a secure, safe and stimulating environment. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs/Disabilities (SEND).

## 2. Context

The above statement of intent is reflected in our prospectus and this policy should be read in conjunction with other closely associated policies:

- Unacceptable Behaviour
- Safeguarding
- Curriculum
- Exclusions
- Inclusion Policy - Special Educational Needs Disability (SEND)
- Drugs
- Health and Safety
- Physical Intervention
- Anti-bullying
- Home School Agreement
- Staff Discipline

Our detailed approaches towards behaviour management are also reflected in the following:

- Staff Behaviour Guidance Pack;
- Staff Induction Process;
- Pupil Home School Books;

- Review panel / pastoral meetings (e.g. LABS: Learning, Attendance, Behaviour Safeguarding meetings).

### **3. Monitoring, Reviewing and Evaluating our Practice**

#### Everyday Practice

This policy and subsequent procedures are reviewed as an integral part of our everyday practice and this is reflected in the following:

- SLT Meetings;
- Staff Meetings;
- Parent/guardians/carers meetings;
- Assemblies.

Information from the above will be reviewed on a regular basis and feeds into all aspects of teaching and learning and the continued professional development of all staff.

When changes occur to either statutory or non-statutory guidance, the Lead Professional is expected to bring these changes to the attention of the Principal and Governing Body for their consideration. Any further adaptations are consequently included and brought to the attention of all stakeholders.

### **4. Principles**

We believe that in order to achieve the aims of the School and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This is based on the twin values of respect and responsibility: respect for the individual, the balance of fundamental rights and responsibilities, together with the fostering of a sense of community for all those involved.

The school is based on inclusive principles, which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weighting.

This behaviour policy aims to develop in pupils an acceptance of responsibility for their own behaviour. It also identifies ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

We believe that everyone has the right to:

- Feel safe in the School
- Enjoy and achieve
- Learn/teach without unnecessary interruption
- Be listened and heard
- Work in a pleasant environment for learning
- Be treated honestly and fairly, with dignity and respect.

We seek to create an effective learning environment in the School by promoting and modelling positive behaviour patterns in a *consistent* manner, in order to develop the pupil's ability to:

- Develop their self-esteem and self-worth;
- Self-reflect and take ownership for changing their behaviour patterns where necessary;
- Form positive relationships based on mutual respect;
- Ensure they treat others in a fair and transparent manner;
- Encouraging consistency of response to positive or negative behaviours.

We seek to support this process of personal development by ensuring that:

- Our systems are proactive in their approaches and demonstrate early intervention and prevention strategies
- We create a safe and caring learning environment which is free from disruption, violence, bullying and any form of anti-social behaviour
- We work in partnership with our parents/guardians, carers and local community to develop a shared approach towards the management of development of our pupils behaviour both inside and outside the school environment.

## **5. School Procedures**

Pupil behaviours are influenced by their experiences outside of school and their ability to gain a deeper understanding of their thoughts and feelings. Curriculum time in Yoga, Meditation, SMSC/PSHE and PRE promote a sense of wellbeing and support this growing awareness of themselves. Acceptable standards of behaviour must be taught and modelled consistently on a daily basis.

We also recognise that teaching and learning can be intrinsically linked to initiating specific negative behaviour patterns, therefore, strategic tools to support and develop the quality of teaching and learning are an integral part of our everyday practice and are transparent in their nature and involve both pupils and staff.

### 5.1 School Standards

All pupils are expected to:

- 1. Wear uniform with pride**
- 2. Be ready for learning**
- 3. Attend school regularly and be on time**
- 4. Treat others with respect and dignity.**

To support pupils in taking full ownership of their behaviour, practical examples of how our pupils can ensure that they meet the standards are described and displayed within the different learning environments.

## 5.2 Celebrating Success

Celebrating success is an integral part of our school system. Pupils are encouraged to take ownership of their behaviour at both an individual and whole class level.

Success is celebrated as follows:

- Recognition/mentions at assemblies.
- Good news postcards/letters will be sent home when exceptional performance is achieved.

At all stages our extended community will be invited to celebrate these successes with the pupils as an integral part of increasing community cohesion.

The school has a pupil information board which displays a variety of information surrounding the development of our behaviour programme, this also acts to remind pupils about how particular individuals and groups are performing.

## 5.3 Consequences

The school has a set of approved sanctions or consequences (please also see Unacceptable Behaviour Policy) which can be used to respond to any incidents of unacceptable behaviour. This section aims to set out those consequences which have the approval of Governors.

The School will examine each incident on an individual basis, however, staff will be consistent in their approaches at all times. The School will consider very carefully the implications of any action it may take when a more serious incident occurs. It seeks to balance the interests of the pupil involved, the other School members and the local community.

Where unacceptable behaviour patterns arise the following sequential steps are taken by staff:

- Pupils are reminded of the school's standards and encouraged to reflect on their actions.
- If the pupils do not change their behaviour patterns as a consequence of the above reminder, this triggers a set of responses based upon the Unacceptable Behaviour Policy.

At all levels of the above system, if a member of our community disrupts learning and presents with unacceptable behaviours patterns, that particular member of our community will be encouraged to reflect on their actions and 'pay back' the disruption that they have caused by carrying out community service tasks as appropriate for their age.

## 5.4 Standards Report and Removal from Lessons

When a pupil is subject to a standards report and their behaviour patterns are not changing and/or interventions are not having the desired impact, they may be

placed for an agreed time scale outside of the classroom setting. The following criteria will be applied when considering such a placement:

- to keep a pupil out of circulation while an incident is investigated, pending a decision about appropriate action
- persistently poor behaviour in a number of lessons
- failure to comply with reporting requirements to a senior member of staff
- serious misdemeanours
- Infringement of School uniform code that cannot be rectified through work with the parents/carers.

## **6. Behaviour and Conduct Outside of the School Grounds**

The school strives to ensure that our pupils are able to translate our set of behaviour standards outside of the confines of the school gates. We recognise that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

All non-criminal and bullying behaviour outside of the school gates which is witnessed by a member of staff will initiate a consistent approach which adheres to our agreed set of consequences. A teacher may initiate such consequences when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school;
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of our community.

## **7. Permanent Exclusion from School**

Where a decision is taken to exclude a pupil, it is invariably done on the grounds that the pupil's behaviour constitutes such a serious challenge to the good order of the school that other punishments are not sufficient. A permanent exclusion will be put into effect strictly within the terms set out in current educational law and where a pupil is subject to removal from lessons, a Pastoral Support Plan will be set up. Permanent exclusions will only be recommended to the Governors in very serious situations when no alternatives are deemed possible. Misdemeanours which can result in exclusion include:

- violence, whether expressed in actions or threats, towards other people on the premises;
- actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which prevents other pupils from learning;

- bringing to School, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and volatile substances;
- attending School under the influence of alcohol, illegal drugs or volatile substances;
- acts of major and/or malicious damage;
- actions likely to cause significant disruption to the orderly running of the School;
- being in persistent or serious breach of a previously drawn-up contract of behaviour.

## **8. Pupil and Staff Support**

The school recognises the importance of supporting both staff and pupils if any incident occurs which involves a physical intervention; either controlled or passive, which could be viewed as traumatic. This is reflected in the schools Physical Intervention Policy and Health and Safety Policy and Risk Assessment Guidance for foreseeable challenging behaviour.

## **9. Professional Development for Staff**

Professional development for all staff is closely linked to the school's quality assurance systems, where key action points are generated as a result of a robust school analysis system of our strengths and areas of development. Behaviour management forms an integral part of staff training programme and is closely linked to the development of the quality of teaching and learning.

## **10. Special Circumstances**

In addition to lessons which are well paced and delivered, where suitable learning challenges and removal of barriers to learning are evident, some children will need additional support.

Pupils experiencing Social, Emotional and Behavioural difficulties will be identified through the school's SEND provision, and the School adheres to the SEND Code of Practice and has a staged intervention process.

The following strategies may be used to support at risk pupils:

- Early home/School contact and working in partnership with the pupil's family and other key professionals
- School leaders may set appropriate targets in discussion with the pupil and their family
- Referral to other professionals as part of an intervention described on an Individual Educational or Pastoral Support Plan (PSP)
- The pupils may receive support from outside agencies through a Pastoral Support Plan
- The pupil may receive specific anger management/conflict avoidance sessions organised and delivered by trained staff
- The pupil and specific members of staff may be subject to specialised sessions for example: restorative justice programmes or mediation sessions, where relationships and communications are barriers to the learning process



- More flexible learning packages to engage the pupil more fully in their learning journey.

## **11. Roles and Responsibilities**

### **All staff should:**

- Create and/or support the development of suitable learning environments for all learners;
- Deliver and/or support lessons to ensure they are needs led, motivating and engage all learners;
- Ensure that barriers to learning are removed;
- Recognise diversity;
- Model effective communication strategies, taking into account both verbal and non- verbal forms of communication;
- Implement the Behaviour for Learning strategies in a consistent manner;
- Plan and/or support lessons with other staff accordingly, working together as a cohesive team;
- Model behaviour patterns which demonstrate mutual respect;
- Establish positive relationships with all pupils and where this is a barrier to learning due to a relationship issue, participate in reflective practice where necessary;
- Model fairness, transparency and honesty;
- Use all forms of data and information regarding all learners to enhance their opportunities and secure their access to learning.