BEHAVIOUR FOR LEARNING

The rights of the child are at the heart of our school ethos and culture, linked to our values and policies. We subscribe to the United Nations Conventions on the Rights of the Child (UNCRC) and will become a Rights Respecting School. Article 3: ‘The best interests of the child must be a top priority in all decisions and actions that affect children.’

Behaviour for Learning (BfL) focuses on ‘developing the skills and attitudes to become better learners’. (2020 Vision Report)

We have established and published 6 overall ‘Golden Rules’. These should be displayed prominently in each classroom.

**OUR RULES**

We take care of our school and everyone in it.
We try hard with whatever we do.
We work, play and move around our school calmly and safely.
We respect and listen to each other and use good manners when speaking.
We are honest and always tell the truth.
We work as a team to make Yarnfield great.

**BfL in the Classroom**

Each class is encouraged to identify its own class rules which include the two listed below, linked to the UNCRC articles. Obviously, these should not conflict with the overall ‘Golden Rules’.

We:
- Listen carefully when others are speaking (Article 13).
- Allow others to get on with their work (Article 28).

**Positive Reinforcement**

At Yarnfield all members of staff are encouraged to focus on positive reinforcement when dealing with pupils’ behaviour. At all times, we look for opportunities to reinforce appropriate behaviour.

a) Verbal / Body language
b) Individual acknowledgement
c) Whole class acknowledgement

**Rewards (Whole School)**

Pupils who exhibit good behaviour will receive an Achievement Star in acknowledgement. This will be placed on the pupil’s individual behaviour record chart, (colour coded depending on the badge)

50 stars Red Badge | 100 stars Gold Badge | 150 stars Platinum Badge | 200 stars Diamond Badge

1. When the Individual Record Card has 10 stars completed, the teacher will record this achievement on the Class Behaviour Award Record Sheet. This will continue in multiples of 10 throughout the year.
2. When a pupil completes their chart, they will be awarded a badge in assembly. Parents will be invited to attend.
3. Every week, progress will be checked by Year 6 monitors who will record all pupils who have gained a badge on a weekly record sheet. This will be shared with the school office who will contact parents.
Class teachers will have the responsibility of keeping the **Class Behaviour Award Record Sheet** up to date. This sheet should be displayed prominently and pupils reminded regularly about their progress.

**Other Class Rewards**
Teachers may, at their own discretion, supplement the school system with other rewards as appropriate. This could be points for ‘best table’ or ‘class points’. **This should be published in the classroom for visiting teachers. Golden Time may also be used.**

**BfL around the School (including break and lunchtime)**
When pupils are not in their own classroom, good behaviour will be rewarded with a ‘yellow smiley star’ sticker. All members of staff will have their own supply of these and should request additional supplies from the **Principal**. These are used as an instant method of praise. All pupils can trade these stickers in for a star on their individual record card.

**Rewarding Good Work**
Pupils receive verbal recognition and a sticker to recognise good work on a regular basis. This can be on their jumpers, in their Learning Journeys or in their books.

Pupils can also be sent to an **Assistant Principal**, **Vice Principal** or the **Principal** to show work which is of an excellent standard.

**Congratulations/Good Work Assembly**
A pupil from each class will be chosen to receive a Star of the Week sticker in recognition of their good work during the week.

**Sanctions**
Sanctions apply across the whole school (classroom/playground/hall)

**BfL in the Classroom**
When dealing with inappropriate behaviour during lessons, it is important to keep disruption to a minimum. Pupils should be aware that there are consequences to their actions which will be applied consistently by all adults in school.

1) **First Verbal Warning**
The majority of disruptive behaviours should initially be dealt with by a verbal warning.

2) **Final Verbal Warning**
A final warning is given explaining that if the behaviour continues more formal consequences will be enforced.

3) **Name On Board & Time-Out in class**
The pupil’s name is placed on the **‘Sad Side’ of the board** followed by an explanation of what the behaviour is that is unacceptable. The pupil will then serve 5 minutes time-out in their classroom.

4) **Red Card – 5 to 10 minute refocus (Appendix 1)**
Continual poor behavior after step 3 will result in the Red Card being taken to the Pastoral Support Leader’s office/Inclusion Room. In the absence of the Pastoral team the card will be taken to the office who will alert the relevant AP (or VP, if not available). The discussion and refocus time will ascertain the reason for disruption and apply restorative steps to re-engage learning. The pupil will then be reintegrated into the classroom and a record placed on CPOMs.
NOTE: Class teachers will be expected to discuss with parents at the end of the day (or by phone from the school office) that their child had to be removed from the class that day.

Three red card incidents within a week will result in loss of playtime and/or break time and written notification to parents of the next step within the process.

5) **Inclusion Room**

If, on return from Red Card discussion, the pupil continues to display unacceptable behaviour, the class teacher should send the pupil with the TA (or another pupil) to the Inclusion Room, with work. A member of the Pastoral Team will take details of the behaviour and ascertain that the above process has been applied appropriately. The Pastoral Team will go over some type of reflection/de-escalation/restorative justice process. The pupil will complete work given/previously prepared work for the rest of the session (morning/afternoon). A record will be kept on CPOMs of each attendance in the ‘Inclusion Room’.

A phone call to parents from the Pastoral Team will be made, explaining exactly what behaviours were witnessed. The pupil will be expected to pay this time back during lunch time (15 minutes) the following day. It is the teacher’s responsibility to take the pupil to the Inclusion Room to pay the time back.

NB: Any names written on the ‘Sad Side’ of the board must be removed at the end of the morning session. This will give the pupil the opportunity of a fresh start.

Three visits to the Inclusion Room within a month will result in a whole day internal exclusion.

**Bfl around School**

The same system will apply for unacceptable behaviour around the school. (In the playground pupils may be sent to the time-out zone to calm down or consider their actions.) If a pupil refuses to comply a red card should be sent to the Pastoral team/Aps.

**Severe Clause**

(Classroom and around the school)

This applies, when in the staff member’s judgement, it is inappropriate to apply the sanctions rigidly, therefore immediate help and support is needed. For some pupils it may be necessary to immediately withdraw them from the lesson without further disruption to learning. In these circumstances a red card will be sent to SLT to support the situation. The pupil will be sent directly to the Inclusion room.

Communication with parents is essential in these circumstances as a fixed-term exclusion may prove necessary. A letter will be passed on or call made to parents requesting a meeting to discuss next steps.

If no fixed term exclusion is applied the pupil will be given an internal exclusion in the Inclusion Room with immediate effect for the remainder of the day, if the incident occurs in the morning or the next day if the incident occurs in the afternoon (after 1.30pm).

Behaviours warranting being sent home/parental meeting/fixed term/permanent exclusion:

1. Physical aggression (fighting).
2. Verbal aggression (bad language/swearing).
3. Bullying/Racist behaviour.
4. Walking out of lessons without permission.
5. Verbal abuse of staff.
6. Physical abuse of staff.
7. Making false allegations against a staff member.
8. Possession or bringing a weapon/dangerous item on to the school site.
9. Malicious setting off of the fire alarm.
10. Deliberate damage or theft of property.

This is not an exhaustive list. All severe clause behaviours will be recorded on CPOMs.

**Leaving or Attempting to leave the Premises**
- Attempt to calm the pupil down and encourage the pupil to move to a quiet room.
- If the pupil does not calm down and attempts to leave school, do not restrain the pupil.
- If the pupil has left the school building do not chase them, observe them from a distance.
- If the pupil has left the school premises do not chase them as this may lead them into a dangerous situation, again observe from a distance.
- If a pupil goes out of sight, then phone the police and parents and inform them about the situation. Inform parents that the police have been called.

**Exclusion of Pupils**
We recognise that exclusions from school, whether fixed term or permanent, are damaging to a pupil's self-esteem as they diminish the sense of belonging to our school community. As such they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion and ownership of and responsibility for their own behaviour.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time.

Fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. For example, physical assault against a pupil, physical assault against an adult or persistent disruption to lessons that affects the learning of other pupils.

In all cases the Principal will gather facts and opinions and take advice from staff who are working with a pupil. They may delegate some responsibility to a member of the Senior Leadership Team for fixed term exclusions.

The Principal alone makes the decision to proceed to permanent exclusion.

The Academy Council will be informed of all anticipated and actual exclusions.

**Lunchtime Inclusion Procedure**
1. The pupil will be taken by the **Classteacher or TA** to collect their lunch and then brought up to the Inclusion Room.
2. After eating, the pupils will commence their payback time (15 minutes). They will return their plate once their time is served.
3. At the end of the payback time the pupils are either returned to the playground or their classroom.
4. Non-payback time in the Inclusion Room will continue for those pupils who have been placed on internal exclusion.

Names are then recorded in the Inclusion Room book and entered on CPOMs.

**Behaviour Referrals**
It is imperative that the school Behaviour Policy and Procedure should be followed by all staff, so that all stakeholders are aware of expectations, and of the system of rewards and consequences.

**Classroom Intervention**
Presuming all the above is in place, you are still likely to have individual pupils that give cause for concern.

Informing parents of any initial concerns is vital at this stage. This could be done by either:
- Speaking with the parent confidentially at the start/end of the day.
- Phoning home at a convenient time.

You should periodically conduct a Behavioural Environment Checklist, which should highlight factors that are contributing to any undesirable behaviours. (Appendix 2)

The Pastoral Team should be kept informed if behaviours improve or escalate.

**Pastoral Team Intervention**

1. A member of the Pastoral Team, liaising with the class teacher, will write an Individual Behaviour Plan, with a maximum of three behaviour targets to share with the pupil. It is expected that the Pastoral Team will be involved with supporting the pupil individually or in small groups.

   A Behaviour Plan will identify possible strategies and resources. The class teacher may also be required to maintain an ABC record or an individual behaviour chart to have a record of progress.

   Parents will be informed about the Behaviour Plan by the Pastoral Team.

2. A member of the Pastoral Team, in partnership with the class teacher, will plan a review of the Behaviour Plan, where a formal review of the targets will be made and new targets set as necessary. It is likely that at least one review will have been held before any move to External Support occurs. The aim however, is to modify behaviour so that such a move is unnecessary.

**External Support**

If it is apparent after reviews, that there are still serious concerns, the pupil will receive External Support. A member of the Pastoral Team, liaising with the class teacher, will write a Behaviour Plan. Reviews will be held at least every half-term, where information from parents, pupil and the class teacher will be collated and a formal review of the targets made.

The behaviour of the pupil will need to be monitored very closely. The Pastoral Team will prepare an Individual Behaviour Chart that records progress in relation to targets every session. The pupil and teacher will keep this chart up to date and a copy may be sent home to parents at the end of the week.

External support will be sought from the Educational Psychologist or other specialist services.

If it is considered that the level of support for the pupil is likely to be long term, and beyond that which the school can reasonably provide, the Pastoral Team will consider the evidence and make a formal referral to the Educational Psychologist, with a view to making a formal assessment. It may be that additional necessary support and strategies are identified following the formal assessment.

All staff should be aware that the principles of INCLUSION underpin the need to identify strategies that pre-empt exclusion.
RED CARD

Assistance required in 6 Red
ENVIRONMENT EVALUATION

Recognise Triggers
It should be recognised that many issues resulting from poor behaviour can start before the pupil even enters the classroom and may be beyond our control. By recognising these possible triggers we may be better able to reduce, as far as possible, the risk factors and negative outcomes and therefore reduce poor behaviour before it starts.

We need to identify possible triggers/barriers and set about implementing strategies to minimise their impact. We know that being emotionally unready makes it very difficult to fully access learning.

Vulnerable times/places
- Playground
- Lining up
- Hall
- End of the day
- Toilets
- Change over time of activity
- Change of timetable or routine
- Corridor
- End of term before holidays

Other signs that we need to take note of as a possible vulnerability
- Looks upset/angry
- Arrives late
- Looks unkempt
- Wearing unsuitable clothes and feeling too noticeable/uncomfortable
- Looks tired
- Not paying attention
- Body language (head down, fidgety)

Emotional barriers leading to unstable behaviour
- Subject pupil finds difficult
- Being put on the spot
- Not wanting to lose face in front of peers
- Sitting next to someone they do not work well with
- Sitting on their own
- Having to work in a group
- Lesson not in preferred learning style
- Language/vocabulary difficult
- Upset from the playground
- Attachment to member of staff and staff member absent
- Change to timetable
- In need of resources/support
- Someone in their seat/space

Be aware of the vulnerable pupils in your class; seek assistance from the Pastoral Team if you are unsure how to approach specific issues with pupils. Any concern relating to a pupil’s wellbeing should always be reported to the DSL (via CPOMs), however small.
This environment evaluation is to aid you to establish any environmental factors that may be impacting on pupils' behaviour.

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<tr>
<th>CLASSROOM ORGANISATION</th>
<th>Strongly Agree</th>
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<td>Lessons well prepared</td>
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<td>Curriculum delivery is varied</td>
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<td>Curriculum is appropriate and differentiated</td>
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<td>Timetable is arranged to best effect</td>
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<td>Equipment is easily accessible</td>
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<td>Materials are labelled</td>
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<td>Materials and equipment are prepared</td>
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<td>Furniture is appropriate</td>
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<td>Furniture is suitably arranged</td>
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<td>Sufficient space</td>
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<td>Appropriate temperature</td>
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<td>Sufficient ventilation</td>
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<td>Sufficient lighting</td>
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<td>No glare</td>
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<td>Appropriate storage of pupil's belongings</td>
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<td>Whiteboard/Interactive board easily seen</td>
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<td>Pupils are grouped appropriately</td>
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<td>Pupils are placed reflecting social interaction</td>
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<td>Staff act as role models for desired behaviour</td>
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<td>Staff are aware of a range of techniques that can be used to</td>
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<td>deal with behaviour problems</td>
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<td>There is a common approach to dealing with behaviours in the</td>
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<td>classroom</td>
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<td>Staff arrive at classroom before pupils</td>
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<td>Instructions are clear and appropriate</td>
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<td>Good behaviour is noticed, named and acknowledged</td>
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<td>Small achievements are recognised</td>
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<td>Peer support is used to best effect</td>
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<td>Adult support is used to best effect</td>
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<th>CLASSROOM RULES, REWARDS AND SANCTIONS</th>
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<th>Strongly Disagree</th>
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<td>Rules are few in number</td>
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<td>Rules are positively framed</td>
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<td>Rules are negotiated with pupils</td>
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<td>Rules are regularly referred to and reinforced</td>
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<td>Rules are displayed</td>
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<td>Behaviour to meet the rules is taught</td>
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<td>Rewards are valued by pupils</td>
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<td>Rewards are awarded fairly and consistently</td>
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<td>Rewards are related to positive behaviour</td>
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<td>Rewards are small and readily achievable</td>
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<td>Rewards link to whole school reward system</td>
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<td>Sanctions are related to behaviour</td>
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<td>Sanctions are administered fairly and consistently</td>
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<td>Sanctions are understood by pupils</td>
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Sanctions are understood by parents and carers
Sanctions are within a clear hierarchy of severity

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<tr>
<th>CLASSROOM ROUTINES ARE ESTABLISHED FOR:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>Entering and leaving the room</td>
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<td>Lining up</td>
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<td>Distribution of materials/equipment</td>
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<td>Gaining adult's attention and help</td>
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<td>Answering questions</td>
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<td>Movement within a lesson</td>
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<td>Going to the toilet</td>
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<td>Changing activities</td>
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<td>Gaining pupil's attention</td>
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<td>Maintaining appropriate noise level</td>
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<td>Clearing up</td>
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<tr>
<th>OUT OF CLASSROOM</th>
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<th>Strongly Disagree</th>
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<tr>
<td>Routines for movement around the school site are clear</td>
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<td>Breaktime rules are understood by pupils</td>
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<td>Breaktime systems adopted by all staff and pupils</td>
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<td>Corridors and playgrounds are well designed and monitored</td>
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<td>Problem site areas identified and overcome</td>
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<td>Suitable activities available for break times</td>
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<td>Parents are routinely told of good behaviour</td>
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<td>Governors are appropriately involved in issues relating to behaviour.</td>
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Completed by: ____________________________

Class: _____________________

Date: _____________________
Yarnfield's Rewards

Get an Achievement Star

Collect 50 stars and receive a Red Badge in Assembly

Collect 100 stars and receive a Gold Badge in Assembly

Collect 150 stars and receive a Platinum Badge in Assembly

Collect 200 stars and receive a Diamond Badge by the end of the year.
Yarnfield’s Consequences

First Verbal Warning

Final Verbal Warning

Name on Sad Side - 5 minutes Time Out in class

Red Card - 5 to 10 minutes refocus (Pay back time during break or lunch)

Inclusion Room - Complete work for the rest of the session