

Positive Learning Behaviours Policy

Aims

- To create an environment that encourages and reinforces positive learning behaviours.
- To promote self-esteem, self-discipline and positive relationships.
- To define expectations and ensure those expectations and strategies are understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To establish a consistent approach to behaviour management throughout the school

What are Positive Learning Behaviours?

Learning behaviours are how a student interacts with their learning and the learning environment. This means the activities, lessons, topics, self, peers and staff. Positive learning behaviours include focus on the task in hand, appropriate contributions to discussion, respect for the learning and well-being of others, etc... Negative behaviours are any actions we can impact negatively on the learning or well-being of the individual or others.

School Ethos

All members of our school community, children, staff and parents, have an important responsibility to model high standards of behaviour. All community members should aim to:

- create a positive climate and environment with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Roles and Responsibilities

All staff members are required to share the responsibility of guiding our children in their behaviour. Specifically, all teachers are responsible for employing effective classroom management strategies. Primary School classteachers and Secondary School mentors are the first point of contact for any issues arising in their class or mentor group. Key Stage Coordinators and the Heads of Primary and Secondary Schools are responsible for the oversight of children in the relevant phase of the school. The Principal is responsible for overseeing the implementation of this policy and coordinating this area, which includes identifying any training needs and issues as they arise.

Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents/guardians since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware. If there are issues at home e.g. change/loss of job or the loss of a family member or pet, parents/guardians should inform the class teacher or mentor, who is the key professional in this process of communication. Early warning of concerns should be communicated to the relevant Leadership Team member so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/guardians is crucial to building trust and developing a common approach. Parental participation in many aspects of our school's life is encouraged and this assists the development of positive relationships.

Where behaviour is causing concern parents/guardians will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising an IBP (Individual Behaviour Plan) and any further disciplinary action will be discussed and communicated clearly.

Exceptionally positive behaviour is also reported to parents/guardians.

Whole School Expectations

Whole school and class expectations are developed with the children and they are used to set the standards and climate of the school at the beginning of each school year. They are **continually** reinforced through the course of the school day. Children who are new to the school are given time to understand these expectations.

- We are honest. We don't cover up the truth.
- We are gentle. We don't hurt anyone.
- We are kind and polite. We don't hurt anyone's feelings.
- We listen. We don't interrupt.
- We do our best and take pride in our work.
- We don't waste our time or that of others.
- We look after our property. We don't waste or damage anything.
- We play together fairly.
- We respect ourselves, each other and our school.

Our whole school approach to Learning Behaviours should follow our BIST Learning Goals (Adaptability, Communication, Cooperation, Enquiry, Resilience, Respect, Thoughtfulness).

Classroom Expectations

At the beginning of the academic year, in Primary each teacher and class devise a set of procedures in order to create an environment conducive to effective teaching and learning. These are reviewed and amended on a termly basis, or as and when required. The class teachers also use Zones of Regulations to try and support the development of self-regulation in children. This way they can make sure they are in the appropriate Zone to learn. In Secondary, a generic list of expectations are supplied and discussed.

Rewarding Positive Behaviour

The emphasis of rewards at BIST is to reinforce positive behaviour and learning behaviours and also to have a motivational role, helping children to understand that good behaviour is valued. All school staff and parent helpers award rewards using the following:

- Non-verbal gestures providing instant positive feedback on behaviour to the child
- Verbal praise, both informal and formal, public and private (to individuals and groups)
- Motivational stickers
- Recognition from teachers/mentors, leadership and the Principal publicly and privately
- Reporting process (written reports and parent-teacher conferences)
- Learning Goals certificates
- Use of the House Points system

Annex A

Positive Behaviour Management System

At our school we have a positive behaviour management system – this praises the students for demonstrating positive behaviour and attitude – we try to catch them being good! The positive and negative consequences are shown below – we try to give students opportunities to make the right choice about their behaviour.

Positive Consequences:

- non-verbal praise
- verbal praise
- group praise
- a note/comment to parents
- use of school's rewards system (for consistent positive behaviours or in cases for specific positive changes in behaviour)

Negative Consequences:

- non-verbal responses by teacher
- verbal warning about choice of behaviour
- silent presence/proximity control
- a discussion about more appropriate behaviours (this can take place at a time convenient to the teacher if it is not appropriate during a lesson or a more serious issue)*
- work missed through learning behaviour issues must be caught up and at a suitable time*
- issue reported to mentor / key stage coordinator etc...
- parental contact
- individual behaviour management e.g. PBL below

*Appropriate times for a discussion on behaviour and/or completion of missed work can be arranged by teachers - 'detentions'. Please note these should avoid other timetabled activities including extra-curricular activities.

The Secondary School has a 4 stage 'behaviour for learning' policy ([See Consequences Grid](#)) that should be applied by staff, describing the student behaviour and resulting Negative Consequence that results from such behaviour. This should be applied consistently by all secondary teachers so that students have clear boundaries and can act in full knowledge of the consequences that will result from poor choices of behaviour.

Please remember:

- **Every new day is a new start.**
- **It is not always about behaviour management, but about attitude, expectation and mood management..**
- **How a staff member reacts to an incident and the child(ren) involved can have different impacts on the situation. Therefore stay calm and never overreact.**

Positive Behaviour Log

For students demonstrating persistent low-level negative behaviours, a PBL is to be used and carried with them for a 1 week period. Teachers are to remark on learning behaviours and mentors/class teachers and parents are to comment. The PBL can be found [here](#).

Note on Persistent Low Level Disruption (PLLD) and willful lack of academic progress/effort

PLLD should be minimised by effective classroom management and lesson planning. Low level disruption should be dealt with by class teachers using the 'three strikes' system and it is appropriate for students to meet with teachers outside lesson time (break, lunch, after school) where a discussion can take place over the

appropriateness of student actions with a learning and 'even better if' focus. Persistent LLD should be reported to mentors, line managers and key stage heads using the CPOMS system. Again discussions can take place outside lesson time. True PLLD should be dealt with more seriously and not tolerated. Mentors should initially take the lead in this discussion (with support for Key Stage Coordinators). A PBL should be used to monitor. Parents should be informed through reports or individual contact. PLLD should be remarked upon in the secondary traffic lights and recorded on CPOMS.

With regard to a willful lack of progress or effort (such as regularly in complete home learning/homework and/or lack of effort in class an approach similar to that for dealing with PLLD should be followed. Out of lesson compulsory support sessions should be arranged. If this is occurring regularly mentors and Key Stage Coordinators should be informed and parental meetings arranged.

Consideration must always be made of special educational needs and discussed where appropriate with the SENCO and included in an IEP.

Annex B

Procedures for dealing with more serious incidents

- Where possible incidents should be dealt with as soon as possible, though decisions on more serious consequences should never be rushed.
- Teachers and Learning Supports should where appropriate deal with issues in class and encourage a positive discourse to diffuse a situation. Learning points for all should be taken from any incident.
- Notes should be kept on serious/repetitive incidents by the class teacher/mentor and shared with leadership. Evidence should be collected if appropriate from any witnesses to an event. CPOMS should be used.
- Teachers/Learning Supports in Secondary (or specialist teachers in Primary) should inform mentors (class teachers) and the Head of Key Stage of serious or repetitive incidents. In Primary the Head of Primary should be informed. This should be done in writing on CPOMS and verbally.
- Assistance from a Leadership Team member should be requested if the incident is not under control or the teacher/teaching assistant feels uncomfortable dealing with the situation.
- A 'Time Out' system is available when children are handed over to a senior teacher or a Leadership Team member.
- Serious incidents or repetitive incidents should be reported to parents in writing or through a meeting. Notes of the latter should be kept.
- Sanctions should be used appropriately and shared by all concerned. Any sanction should have a learning point to it. The school does not use a points system to manage negative behaviour. (Points, merits, etc can be used for positive behaviour and contributions, but they should not be lost for negative incidents).

If at any time issues surrounding an incident indicate a safeguarding issue, then the Designated Safeguarding Lead should be informed in writing.

Nb: As well as for dealing with more serious incidents, these procedures can also be used for dealing with repetitive lower level incidents.

Guidelines for dealing with more serious incidents

1. Ask the children involved to go to a quiet private area for a *problem free talk* to discuss what happened. This is to prevent others witnessing the scene or gossiping.
2. When they are settled, ask them one at a time what has happened? Keep eye contact and show active listening.

3. On a scale of 1 to 10 how do you feel? (ask the children to express their feelings or show you e.g. grimace, shout etc)
4. What could you both have done differently so this does not happen again? Children may need a model to show them how to behave and make appropriate choices. Try to avoid using the words why, should and must.
5. An immediate verbal report should be made to the KS Coordinator and dependent on the severity of the incident the Head of Primary and Principal. A written report on CPOMS should be shared with the KS Coordinator, Head of Primary and Principal by the end of the school day or sooner if possible.

Exclusion

The School's Positive Behaviour Policy is contained in the Student/Parents Handbook. Examples of offences likely to be punishable by suspension or expulsion are:

- Injury requiring doctor/ambulance
- Malicious or serious damage
- Theft from individuals outside of school
- Extreme behaviour away from school e.g. field trips

These examples are not exhaustive, and in particular the Principal may decide that suspension or expulsion for a lesser offence is justified where there has been previous misbehaviour. In order to exclude or suspend a student, the principal must be satisfied on reasonable grounds that the student has displayed the following:

- Gross misconduct that is harmful or dangerous influence to other students at school or
- Continual disobedience that is a harmful or dangerous influence to other students at the school or
- Behaviour risking serious harm to other students at the school if the student is not excluded or stood down.

Exclusion procedure

- When a child is excluded from school the school will inform parents or caregivers as soon as possible.
- A meeting will be scheduled with the principal and all involved parties.
- A follow up letter will be sent outlining the reasons for exclusion and the time period of the exclusion.

Appeal

To appeal an exclusion decision parents will need to inform the principal in writing and a date will be made to meet with an Appeal Committee. (The committee is made up of 3 teachers randomly selected).

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