



**BEHAVIOUR FOR LEARNING
A GUIDE FOR PUPILS, PARENTS/CARERS AND STAFF**

Inspiring minds through opportunity

www.cyriljackson.towerhamlets.sch.uk





Introduction...

Children have a right to a safe, sociable, predictable, orderly and non-threatening environment in which to work and play. Good behaviour is fostered in a variety of ways. Clear guidelines, reinforcement of positive aspects of children's behaviour and the children's own sense of self worth will all contribute to their willingness to behave in an appropriate manner.

Our aim is to maximise the potential of each pupil's learning by ensuring that the school environment is safe, secure and is structured to meet their needs in line with the principles of *Team-Teach*. Environments should be clear, functional and motivating to the pupils. There should be visual aids that enhance learning and provide prompts to help understanding. This is important for ensuring that the school is always a warm, caring, friendly and happy place where learning can flourish. The behaviour of pupils around the school should be impeccable and every lesson should be characterised by a relentless focus on learning, free from distractions.

All adults, parents and members of the school staff have a responsibility towards the emotional and social development of all children. Staff and pupils have the right to feel safe and be protected within the school environment. The Code of Conduct outlines the procedures in place to keep staff and pupils safe. The school has adopted the *Team-Teach* approach towards behaviour management. All staff have access to relevant training based on this philosophy to ensure that they are able to deal effectively with crises and prevent injury or harm to staff or pupils.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are in place to help us ensure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits.

The *Behaviour for Learning* system has been tried and tested in numerous schools. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are straightforward consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work, and this is our aim in implementing this system.

“Outstanding care and support for pupils.”

Ofsted



Vision and principles...

Our Vision

Cyril Jackson is a safe and stimulating environment where children encounter positive, challenging and creative learning experiences.

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

Our *Behaviour for Learning* approach is based on four key elements, which are:

Rights

According to the UNICEF convention on the rights of children, 'all children have a right to be educated' and 'all children have a right to a childhood (including protection from harm)'. Through our *Behaviour for Learning* policy we aim to uphold both of these rights on behalf of the children we teach.

Responsibility

At Cyril Jackson we believe that all members of the school community should take responsibility for learning and for contributing to the range of settings within the school, where appropriate. The ultimate responsibility lies with the Headteacher to ensure that the following aims are met so that learning can happen successfully at the school.

Rules

The school's golden rules are taken from Jenny Moseley's circle time materials and form the basis of positive behaviour for learning. Classes are expected to display these rules and explore with the children what each of these rules looks like in constructive terms so that positive behaviour for learning can be supported.

Routines

Routines are the way that both adults and children ensure that behaviour has a positive impact on learning. We have agreed guidelines that support routines in school. We follow these clear guidelines calmly and consistently in a caring and positive way. We use the guidelines for both positive and negative behaviour to guide our expectations and everyday practice.



Expectations...

Our expectations for behaviour are informed by the Ofsted grade descriptors for 'Outstanding' behaviour and safety of pupils at school, which are:

Outstanding (1)

- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Source: *The OFSTED Framework*, September 2014



Encouraging positive behaviour...

At Cyril Jackson we believe that positive behaviour supports learning. We will explain to children what constitutes positive behaviour and will clarify how it helps them and their classmates to learn. Our primary approach for encouraging such behaviour is through positive strategies and rewards. For pupils on an individual basis, this includes:

Positive language

Children learn more quickly when praised for what they do well. When children display the appropriate behaviours needed for effective learning (such as when working effectively with their talk partners) they are praised for this explicitly. Staff will use 'praise phases' and build on the positives they see daily; for example, "fantastic sentence", "phenomenal Fred Talk", "wicked working out". In addition, 'praise actions' are used to ensure children are motivated and energised to do their best, such as high fives, thumbs up, fireworks or 'whooshes'.

Draw attention to achievements

We will acknowledge children who are behaving well by drawing attention to their achievements. This will be undertaken in a variety of ways depending on the age group of the children. In the case of younger pupils, a smile or a round of applause might be appropriate. All children who are working well and behaving appropriately will be given suitable levels of praise and encouragement.

Cyril Jackson School
Limehouse

My Sticker Chart

Name: _____
Class: _____

What do good partners look like?	What do good partners sound like?	What do good partners feel like?
<ul style="list-style-type: none">• We sit side-by-side• We always return the stop signal• We always turn to our talk partner quickly after a question has been asked• We take turns in answering first	<ul style="list-style-type: none">• We are helpful to each other• We talk loud enough for our partner to hear, though not so loud as to interrupt others• We say 'We think...' when sharing feedback	<ul style="list-style-type: none">• We are ready to answer• We Listen to each other• We are interested in what each other has to say



Year group reward systems...

We use a range of strategies to encourage teamwork and whole class positive behaviour.

Foundation Stage, Key Stage 1 and Lower Key Stage 2

Stickers may be used as rewards in the Foundation Stage and Years 1 to 4 to reward positive behaviour in class. Children collect stickers and, once a certain number have been collected, they are converted into prizes. This is used to encourage positive behaviour and reward children who demonstrate the attitudes required for effective learning.

Upper Key Stage 2

Teachers in Years 5 and 6 follow the 'Pow Points' rewards system. Children collect points for positive behaviour, which are tracked on the 'Pow Points' board (accessed via a login for teachers, children and parents), and the points collected can be exchanged for prizes. 'Pow Points' may be used in other year groups should the system prove to be successful.

Marbles

A teacher may choose to reward the whole class for positive learning behaviour. At the end of the day, the class reflects against a set criteria. This reflection supports and reinforces the high expectations of each class member in a variety of settings and situations. Teachers may award their class with up to three marbles a day which, once sixty have been collected, can be exchanged for a 'marble treat' - a trip or treat for the whole class. An additional marble can be earned by demonstrating excellent learning behaviour in music, MFL and assemblies.

Display work

We display children's work carefully in order to demonstrate our appreciation and value for good effort.

Well ordered environment

Classroom staff show their respect for children by creating a calm, caring and well ordered environment within the classroom.

Achievement assemblies

Systems are in place for acknowledging and sharing achievements. A weekly whole school assembly celebrates achievement and a senior member of staff awards certificates to pupils who have improved or sustained high standards of behaviour and work. During these assemblies, we emphasise words/phrases such as 'courtesy', 'resilience', 'collaboration', 'engagement', 'confidence', 'perseverance' and 'readiness to learn'.

How do you feel today?

07





Unacceptable behaviour...

Detailed below is a list of behaviours deemed unacceptable at Cyril Jackson School:

- violence
- abusive, racist, homophobic, religious or sexist language intended to offend or upset
- violent or abusive retaliation
Alternatively, pupils will be taught to use a strong verbal message such as "Don't do it, I don't like it" and to seek adult help immediately.
- disruptive behaviour or negative responses to the achievement of others
- bullying and the use of threat (actual or implied)
- unco-operative and defiant behaviour which makes it difficult for the teacher (or other adult) to carry out their duties effectively

Violence

Any sort of violence is completely unacceptable at school. Children will be taught that pushing, hitting, slapping, biting and kicking are wrong and likely to hurt someone

Abusive language

We recognise that name calling and the use of abusive language is just as hurtful to children as physical violence. Children will be taught that this is unacceptable behaviour.

Bullying

Bullying can be both verbal and physical. The school has a zero tolerance approach to bullying. Victims will be sensitively supported whilst perpetrators will be dealt with in line with school policy. Parents will be notified and incident forms will be completed and returned to the Local Authority.

Incident sheets

All serious unacceptable behaviour including racist, sexist, religious or homophobic incidents are recorded on incident sheets.



Strategies to support unacceptable behaviour...

Calming down

When dealing with a child who has been using unacceptable behaviour, we recognise the need for that child to calm down and be removed from the situation. This may be achieved by asking the child to sit on their own or the teacher may send the child to another class. Children will not be left alone outside the classroom.

Listening

We will aim to be good listeners, recognising that children may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves. It must be recognised that listening effectively can only occur at certain times; for example, a child who has been disruptive in the classroom may have to wait until playtime or lunchtime before they are given the opportunity to discuss their problems with an adult.

Cyril Jackson Primary School

**Behaviour criteria for a verbal warning,
yellow card and red card**

A Verbal Warning	First Yellow Card	Second Yellow Card	Red Card
	■	■ ■	■
Talking when the teacher is talking / or a child is talking			Swearing
Interrupting / calling out			Racist Comments
Distracting others when the teacher is talking e.g. tapping, making noises...			Fighting
Failure to follow instructions			Spitting
Not listening			Deliberate disobedience (refusal to follow instructions)
Inappropriate body language / movement			Stealing
Defacing or damaging others' / school's property			Bullying
Wandering, not being in the right place			
Not lining up correctly			
Wasting time during transition from one 'lesson' / 'session' to another			
Breaking class rules			
Fiddling with equipment			
Name calling			



Sanctions for unacceptable behaviour...

It is a fact that children learn through making mistakes. At Cyril Jackson we believe that, by challenging negative behaviour, we are offering children the choice to learn from their mistakes and to take positive steps to address their learning in a more positive manner. Disruptive or unacceptable behaviour will result in a series of warnings in the following order:

1. Verbal warning

This is a signal that a pupil's behaviour is unacceptable and needs to be changed. For a verbal warning, a pupil's name is listed on the class behaviour poster, but if no further problems arise, no further action is taken.

2. First 'yellow card'

Continued inappropriate behaviour is responded to with a 'yellow card'. The student's name is listed on the class behaviour poster.

3. Second 'yellow card'

This indicates that the student is on the edge of a significant consequence and must comply with the rules without fail. The student's name is listed on the class behaviour poster.

The first and second 'yellow card' consequences are only used in classrooms and allow teaching staff to refocus students on learning as firmly and as quickly as possible. No further action is taken provided they return to acceptable behaviour.

4. 'Red card'

A 'red card' leads to 'time out' from the pupil's class and they are sent to a partner class to complete a reflection task or other appropriate work set by the class teacher. If a child misses work during a period of 'time out', this work will need to be completed subsequently. Again, the student's name is listed on the class behaviour poster.

If a child receives a 'red card', a phone call is made home by the one of the following: the class teacher, Phase Leader, Assistant Headteacher, Deputy Headteacher or Headteacher on the same day.

Monitoring inappropriate behaviour

Class teachers keep a log of any warnings, 'yellow cards' and 'red cards' which they have handed out during a week. These incidents are then logged in an accessible area on the school's server in order for all staff members, including the senior management team, to access, track patterns of behaviour and address as required.



Exceptional circumstances...

The health and safety of staff and pupils is paramount at Cyril Jackson School. All challenging behaviours can be a potential risk to staff and other pupils in the classroom or other environments and, therefore, should be regarded seriously.

A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at Cyril Jackson must be the agreed holds and ensure that the pupil is safe and the adult member is calm.

A planned physical intervention must be written in the pupil's behaviour support plan and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan.

Any physical intervention must be carried out swiftly and calmly so that the pupil does not become more stressed. Language must be kept to a minimum.

All physical interventions should be recorded, by the staff member involved, in the Physical Intervention Book kept in the office. Staff must report any incidents to the Pastoral Support Administrator who will liaise with the relevant senior managers.

Physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others or causing serious damage to property. Staff members receive targeted training which enables them to respond to specific needs in a calm and controlled manner.

Children with extremely challenging behaviour

Where an individual child's behaviour is clearly outside the scope of the behaviour policy due to potential SEMH (social, emotional and mental health) difficulties, their behaviour might need additional support, such as an individual behaviour chart or reward system. In this instance an immediate assessment of needs will be undertaken and relevant agencies will be involved. This may include

- Child and Adult Mental Health Services (CAMHS)
- Cherry Trees Behaviour Support Service
- Support for Learning Service

As assessments are completed, plans for the child will be modified in light of advice and feedback. It is essential in these situations that parents/carers are fully involved in the process and that their needs and input are a clear focus in any plan for the child.



Parental involvement...

We feel that it is very important to work closely with all parents/carers. Parents/carers are invited into school to class assemblies, concerts and other special occasions to share their children's achievements. Some parents/carers may help in the classroom, although this is an arrangement between classroom staff and parents and varies according to the needs of the class.

We hold parent/carer consultation evenings three times a year. Sometimes staff or parents/carers may need to meet at other times and we urge parents/carers and staff to contact each other if there are any concerns. The best time to meet is at the end of the school day. However, it is necessary to make an appointment as staff sometimes have to attend meetings at 3.30pm. Parents/carers and staff are encouraged to communicate in writing rather than by telephone and, if arrangements have been made on the telephone, they should be followed up with a written confirmation. If a teacher would like to talk to a parent/carer, a letter will be sent home with the child.

In a busy school misunderstandings do sometimes occur. If a parent/carer is unhappy about anything that has happened on the school premises, they are asked to speak to the Headteacher or, if unavailable, the Deputy Headteacher or another senior member of staff.

In certain circumstances, where a child has been involved in a serious incident of inappropriate behaviour, the Headteacher will contact the parents/carers immediately and ask them to come to the school to discuss the matter with her. If possible, the child will be involved in the discussions



Home-school communication...

Informal communication

The first method of communication between home and school should always be informal. The parent/carer or teacher may request a meeting.

Formal contact from school

If a child has been involved in unacceptable behaviour, a member of school staff will telephone parents/carers to arrange a meeting to discuss.

Weekly report

The following method will be used if informal communication between home and school has failed to lead to an improvement in behaviour or the behaviour of a child has suddenly deteriorated:

A meeting will be called between the class teacher, Phase Leader and the parent/carer. The child's difficulties will be discussed at the meeting and the child will be involved if possible. A 'Record of Concern' will be completed.

The child will be asked to see the Phase Leader at the end of the week. The class teacher will fill in the weekly report listing all the 'good things' that the child has achieved during that week. At the end of the week, the sheet will be sent to the parent/carer who will sign it and return it to school. The child's parents/carers will be invited to return to school, on a monthly basis, to discuss how the child is progressing .

Daily report

The following method of monitoring behaviour will only be used as a last resort and when all other methods have been tried without success.

Parents/carer will be asked to attend a meeting with the Headteacher and Special Needs Co-ordinator (SENCO). The child will also be involved. A named member of staff (either the Headteacher or the Deputy Headteacher) will be the child's named key worker. The child will be given a daily behaviour sheet which will be filled in by staff who come into contact with the child. The key worker will monitor the child's behaviour. The child will take the sheet home every day, to have it signed by their parent/carer, and will return it to school the following day. Parents/carers of children who are on a daily report will need to come to school on a regular basis (possibly once a week) to discuss the child's behaviour with the key worker. Co-operation between home and school is seen as vital at this point.








Lunchtime supervision...

Middy Meals Supervisors are responsible for the children during the lunch break. The same code of conduct applies during the lunch break as at any other time and children are expected to show respect to the Middy Meals Supervisors and to obey the rules.

The Middy Meals Supervisors reward good manners and helpfulness with stickers. Children are also rewarded with stickers for eating a healthy balanced diet.

Cyril Jackson Primary School Behaviour Criteria Lunchtimes

Supervisory Assistants	SNR Lunchtime Member of Staff / Timeout	Deputy Headteacher
		
Argument - Supervisory Assistants to talk to all children involved and agree actions together	Swearing - 10 minutes	Racist Name Calling
Dropping litter - Children to pick up food in playground with gloves	Spitting - 10 minutes (Children to clear up spit with tissues and gloves)	Fighting
Playing with food - Children to pick up food in dining hall with gloves	Play Fighting - 30 minutes	Stealing
Misuse of Equipment - Help to tidy away at end of session	Playing In Toilets - 10 minutes	Bullying
	Playing Football On The Wrong Day - 10 minutes	Deliberate disobedience



Chris Jackson
Middle School
Cafeteria



Exclusions...

Fixed term exclusion

In extreme circumstances, a decision may be made to exclude a child from school. A fixed term exclusion will be for no more than five days. The Headteacher would inform the parents/carers of the exclusion and their right to make representations to the Governing Body and the LA.

Parents/carers of an excluded child will be asked to attend a meeting before the child returns to school. All parties will need to agree on a plan of action which will help the child to deal with their behavioural difficulties. The plan of action will be recorded and a date will be set for a review meeting. Other professionals, such as a Social Worker or Educational Psychologist will be invited to the meeting, if appropriate.

Permanent exclusions

The Headteacher can exclude a child from school permanently if their return to school, in her judgement, would seriously prejudice the education of other pupils or would place the safety of other pupils and/or staff at risk.

In the case for a fixed term exclusion, the parents/carers will be informed in writing and advised of their right to make representations to the Governing Body and the LA.

A meeting will be held to discuss the exclusion. The Headteacher will write a report which clearly states the reason for the exclusion and the events which preceded it. The following people will attend the meeting: the Headteacher, the child's parents/carers, an officer representative of the LA and three governors. The governors will have been identified as governors who are prepared to be on an Exclusion Panel (excluding staff governors). The child is also invited, although this is not usually appropriate at primary age pupils.

The Headteacher's report is sent to the parents/carers, all members of the panel and the LA. The meeting is formal in nature and minutes will be taken of the decision reached and the reason for the decision. If the governors and the LA agree to the exclusion the parents/carers have the right to appeal. The LA Exclusions Officer is entitled to attend. The parents/carers have fourteen days in which to lodge an appeal with the Borough Secretary and Solicitor. The appeal is heard by an independent panel and their decision is binding.





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