

Blackley Behaviour for Learning Procedure

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 sanctions / 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 We use the DfE Use of Reasonable Force Guidance 2013

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 sensible choices and prevent further consequences being applied.
- Enable us to identify any Special Educational Needs (S.E.N.)
- Allow early involvement of parents, Age Phase Leaders A.P.L.), Special Educational Need Co-ordinator (S.E.N.C.O.), Pastoral Team, 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

Guided Behaviour For Learning Process.

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Stage of Behaviour For Learning and staff leading	triggers	recommended strategies / procedures	Expected outcome	Monitoring / reporting	Further advice Who? /What?
Stage 1 Class teacher	challenges to expectations and / or disruption to learning	Quality First Teaching strategies including: <ul style="list-style-type: none"> • Verbal reminders of school expectations, positive motivators and consequences. 	The child responds to reminders and behaviour ceases.	Lesson observations by Senior staff to identify any trends and offer modelling / support to CT as necessary	Age Phase Leader / Colleague Re: Quality First Teaching for inclusion
Stage 2 Class teacher	Repeat infringement of classroom expectations.	final warning Use the language of choice and appropriate linked positive motivators and consequences	The child makes a follows advice of CT and good choice	Record use of final warning and outcome	Age Phase Leader re: consequences / motivators
Stage 3 Class teacher	Child does not follow CT advice at final warning and meets consequences.	Use Reflection and Repair 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 1:1 debrief session. S/he repairs the situation and does not repeat the behaviour	Behaviour for Learning Log to be entered into database.	As above
Stage 4 Class teacher and Age Phase Leader	When the Class teacher feels that Reflection and Repair is insufficient to meet the child's presenting needs	Individual behaviour / support Advice for Class Teacher re next steps. CT to meet with parents to share concerns. Child to be placed on an individual inclusion diary and possibly a Care and Support plan (if P.I. has become a frequent event)	The diary is used for up to two weeks and the child's LLT and need for P.I reduces significantly.	<ul style="list-style-type: none"> • Behaviour for Learning Log to be entered into database. • Detailed evidence of review individual behaviour / inclusion diary with: <ul style="list-style-type: none"> • child daily • Age Phase Leader, CT,0 child and parents weekly 	Jigsaw for help with implementing Inclusion diaries and analysis, Care and Support plans and P.I. forms.

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Stage 5 Class teacher, Age Phase Leader, SLT with Lead for Behaviour and possibly SENCo (if identified SEMHD)	children who do not respond positively to being on an inclusion diary and where there are serious concerns about the child's behaviour	may include some or all of the following: <ul style="list-style-type: none"> • The creation of individual Provision Plan evidencing adjustments linked to additional funding. • Assessment for work with the Learning Mentor. • All Age Assessment (A.A.A) • Access to Early Help Offer (E.H.O.) leading to the involvement of all necessary agencies. 	Outcomes may include some or all of the following: <ul style="list-style-type: none"> • The evaluation of the Child's Provision Plan meets all planned expectations. • The evaluation of the work with the LM meets all planned expectations. • The E.H.O. plan brings about positive change 	<ul style="list-style-type: none"> • Daily feedback to child • Appropriate review with parents. • Behaviour for Learning Log to be entered into database. 	Safeguarding System Leader re exclusion. L.A. services and Early Help Offer
Stage 6 Class teacher, Age Phase Leader, SLT with Lead for Behaviour and Headteacher	Pupil at Risk of Exclusion (P.A.R.E.)	Internal Exclusion <ul style="list-style-type: none"> • Organised and arranged on an individual basis. • The length of the exclusion will be determined by the child's response to the consequences. • We are looking for an understanding of the severity of the breach of the behaviour expectations and a change in attitude. 	Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class	<ul style="list-style-type: none"> • Behaviour for Learning Log to be entered into database. • Record of integration meeting led by Headteacher. 	Safeguarding System Leader re exclusion. Jigsaw for advice re P.S.P (creation and use including recommended recording/ reporting)
Stage 7 Class teacher, Age Phase Leader, SLT with Lead for Behaviour and Headteacher	increased risk of P.A.R.E.	Fixed Term Exclusion <ul style="list-style-type: none"> • Possible need for a Pastoral Support plan (P.S.P.) 	<ul style="list-style-type: none"> • Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class • If placed on a P.S.P - Targets are achieved 	Letter to Parents Notification of exclusion sent to L.A. Record of integration meeting led by Headteacher. Detailed P.S.P reviews with:	Safeguarding System Leader re exclusion. Jigsaw for advice re Internal Exclusion (creation and use including

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			so the PSP is no longer necessary	<ul style="list-style-type: none"> • child daily • Age Phase Leader child and parents weekly 	recommended recording/ reporting)
Step 8 Headteacher and identified school staff	Persistent disruptive behaviour and / or serious breaches of the school's behaviour and safety policies.	Permanent Exclusion	<ul style="list-style-type: none"> • If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks. • If appeal unsuccessful, remove child from school roll. 	Letter sent to parents Copy of exclusion letter, Notification Parts One and Two and Data sheet sent to L.A	Safeguarding System Leader re exclusion.