

**AYLSHAM LEARNING FEDERATION**  
**BEHAVIOUR FOR LEARNING POLICY**  
**JOHN OF GAUNT INFANT AND NURSERY SCHOOL**

Policy Reference:	CT/Behaviour for Learning Policy (JoG)	Review Frequency:	3 Years
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Signed: \_\_\_\_\_  
Chair

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### **Vision**

At Aylsham Learning Federation (ALF) our vision is to create a school and a working environment where all students/pupils/children can realise their full potential in an undisruptive, stimulating and safe learning environment.

This policy is designed to support the way in which all members of John of Gaunt Infant and Nursery School (JoG) can live and work together in a supportive way.

### **Aims and Objectives**

#### **We aim to:**

1. Help all children to respect all members of the school community and their environment.
2. Promote listening to each other and being sensitive to each other's needs.
3. Teach children to work co-operatively and take turns.
4. Encourage children to speak politely and calmly at all times.
5. Ensure that children take care of our school by keeping it clean and tidy and respect their equipment.
6. Ensure that children show respect for their own and others' property.
7. Encourage pride in their own and others' work.

8. Encourage children to have a positive growth mindset.
9. Encourage children to respect their own learning and that of others.

### **Strategies and Rewards to encourage Good Behaviour**

At JoG we believe that all staff should develop strategies and seek to reward and encourage good behaviour. We always strive to 'catch them being good' so that they understand the school's expectations and feel rewarded for their positive behaviour. The following strategies highlight the range of approaches that we use to support their behaviour for learning.

### **School Golden Rules**

Our school golden rules apply anywhere in our school and are displayed in each classroom and in the corridors. Children are helped to understand what the golden rules mean and what they might look like in school.



### **Routines**

Consistent routines, used by both adults and children, support behaviour to have a positive impact on learning. These agreed guidelines ensure that the children receive a consistent message throughout the school. These routines have a positive impact and enable a calm, consistent, caring and cheerful atmosphere in school.

Our routines are:

- Team Stop – one hand is raised in front of the body All adults and children stop what they are doing, raise their hand and stop talking;

- 1,2,3 – When moving around the school we give the children instructions starting with 1, 2 and 3;
- Magnet eyes – this term is used to remind the children when an adult is talking they are looking and listening.

## Voice Levels



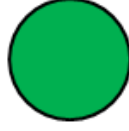


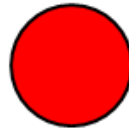
Children are encouraged to select appropriate 'voice' levels depending on the situation or environment.



## Class Rewards

As well as being responsible for themselves we also expect children to take collective responsibility and work as a team to earn rewards for their class. For example, marbles/team stones/class jewels might be earned by lining up in the correct way at the end of playtime. Once the agreed number of marbles/team stones/class jewels have been collected the children receive a special reward.

## Classroom/School System

	GOLD – If you reach Gold in a day you win 3 house points and also a golden ticket to be entered in to the half termly golden prize draw
	SILVER – If you reach Silver in a day you win 2 house points
	GREEN – If you end the day on Green you receive 1 house point
Verbal Warning	
	YELLOW – Warning of consequences if poor behaviour continues and recorded on SIMs
	ORANGE – Time out in class and warning of consequences if poor behaviour continues and recorded on SIMs
	RED – Go to buddy class. Reflection task completed. Parents informed. Recorded on SIMs




## Rewards

### Green, Silver and Gold traffic lights

- To support positive behaviour, the school has adopted visual behaviour traffic lights. These are displayed in every classroom.
- Expected, acceptable behaviour is recognised by the children being on the green coloured zone.
- For behaviour that goes beyond the expected or is consistently more positive, the children can be moved on to the silver and then the gold coloured zone.
- If a child is on gold at the end of the day they win 3 house points and a golden ticket as entry in to the prize draw. Each half term the winners from the prize draw are rewarded with an 'Afternoon tea with Mrs T!'
- If a child is on silver at the end of the day they win 2 house points.
- If a child is on green at the end of the day they win 1 house point.
- All names will start on green every morning regardless of where they were the day before because it is important that every child has a fresh start.

Every classroom has an agreed behaviour criteria chart. This is a visual reminder to both adults and children of the school's expectations with regards to appropriate behaviour. The behaviour criteria ensures consistency throughout the school.

### Behaviour Criteria

A Verbal Warning	Yellow Spot	Orange Spot	Red Spot
			
Talking when the teacher or another child is talking		Swearing	
Interrupting or calling out		Fighting	
Distracting others when the teachers is talking e.g. tapping, making noises...		Deliberate disobedience and refusal to follow instructions	
Not following instructions		Bullying	
Damaging others or school things		Physically hurting someone	
Not listening			
Not lining up correctly			
Wasting time in lessons			
Not following the school golden rules			
Fiddling with equipment			
Saying unkind words			
Being unkind			

### Consequences

#### Yellow, Orange and Red traffic lights

- Pupils have a right to expect fair and consistently applied sanctions for poor behaviour.
- When negative behaviour is presented, a warning should be given about the child's behaviour and then they are given the opportunity to reset and change their behaviour.
- If the child is spoken to again their name should be moved to yellow.
- If the child is spoken to again about their poor behaviour their name should move to orange and they are expected to have 5 minutes time out in their classroom to reset their behaviour.
- If poor behaviour continues their name is moved to red. They go to a buddy class to complete a reflection task and parents/carers are phoned to inform them of their child's behaviour.
- At every stage children are encouraged to reset their behaviour so that they can move back towards green.

## **Celebration Assembly**

As a school we feel that it is important to share and celebrate the children's achievements. Each week we have a celebration assembly where children are presented with certificates to show how they have made everyone at JoG smile that week. Certificates are rewarded to children who have; made improvements to either their learning or behaviour, sustained high standards of learning or behaviour, displayed acts of kindness or followed the school 6 R's. We also give 'pride awards' where pride has been shown in work and there is consistently good presentation and or a child has demonstrated a greater ability than they have shown before.. As part of our celebration assembly we announce the winning house for receiving the most house points and recognise acts of kindness within the school.

## **Acts of Kindness and Kindness Cup**

### **Our school motto is 'always choose kindness'**

Children are encouraged to always be kind to one another and recognise when others are kind to them. An 'Acts of Kindness' board is displayed in the hall with opportunities for children and adults to record and nominate acts of kindness towards the half termly kindness cup.

Each half term a child is presented with the 'kindness star'. It is awarded to a child who has shown particularly kind behaviour. The star is then kept in his or her class for half a term.

## **Individual Rewards**

Children can earn house points for their behaviour and learning. They can also be awarded with stickers.

Stickers are awarded to individual children who demonstrate the characteristics of our 6 R's of growth mindset. We ensure that the children understand why they have been awarded with a particular sticker.

## **Individual Children**

In some instances the behaviour policy may need to be adapted to accommodate individual children to allow them to be successful. This may include individual reward charts and daily communications with parents/carers through home/school books. Advice and support can be sought at this point from the SENDCo and other outside agencies.

## **Playground Behaviour**

It is our expectation as a school that children will behave outside of the classroom as they would do in the classroom. In the playground we have playground golden rules and a criteria chart for inappropriate behaviour.



Playground criteria chart

Unacceptable Behaviour	Sanction
Entering classrooms during playtimes without being asked	10 minutes time out
Ignoring the adult on duty	10 minutes time out
Name Calling	10 minutes time out
Playing in the toilets	10 minutes time out
Swearing	15 minutes time out
Aggressive play fighting	15 minutes time out
Hurting someone	15 minutes time out

Unacceptable behaviour is recorded for future reference and class teachers are made aware of incidents that have happened at playtimes. These will be recorded on SIMS.

### Face to Face

When an incident occurs we recognise that it is important to acknowledge both sides and enable everyone to have their say. We operate a 'Face to Face' approach that allows everyone to talk about what happened and to recognise how they made each other feel. Children are supported to find an appropriate resolution.

### Fixed-Term and Permanent Exclusions

It is school practice to only ever exclude a child after all other methods of supporting a child in school have been exhausted. This will include gaining support from fellow professionals, producing individual risk assessments and, if staffing permits, providing some individualised sessions to pupils who find it difficult (for whatever reason) to behave safely. However, we will never put the safety of children or staff at risk.

Only the Executive Headteacher/Headteacher has the authority to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one year and may also exclude a pupil permanently. It is also possible for the Executive Headteacher/Headteacher to convert a fixed-term exclusion to a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher/Headteacher excludes a pupil, s/he will inform parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher/Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal.

The Executive Headteacher/Headteacher informs the local authority (LA) and the Governing Board about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

We recognise our obligation and commitment to every child's education even when they are excluded.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher/Headteacher.

The Governing Board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents and the LA, and consider whether the pupil should be reinstated.

If the appeal panel decides that a pupil should be reinstated, the Executive Headteacher/Headteacher must comply with this ruling.

## **Monitoring Behaviour**

At the end of each day the class teacher records the coloured zone for each individual child on SIMS. The electronic recording of behaviour enables us as a school to track inappropriate behaviour and address as required.

## **Expectations of governors**

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher/Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's behaviour policy, governors will monitor the implementation of this policy and the Headteacher will report to governor meetings the number of incidents.