

My Schools Together Behaviour for Learning Procedure (B for L)

We have an agreed system of behaviour for learning (B for L) which is outlined below. Responses range from reminders about expectations 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.
- Provide differentiated levels of support, coaching and teaching to children to help them develop good behaviour for learning habits.
- Enable us to identify any Special Educational Needs (SEN) which might be blocking a child's ability to behave and learn in a safe and co-operative manner.
- Allow early involvement of parents, Behaviour Mentor (BM), Special Educational Need Coordinator (SENCo.), Learning Mentors, Senior Leadership Teams (SLT) and the relevant support agencies.
- Do everything reasonably possible to avoid exclusion from school.

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 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 conversations about behaviour for learning should convey our displeasure at the nature of the behaviour and not of the child and should evidence a high degree of teaching about behaviour.

Note

- If behaviour results in injury or abuse then a LA incident reporting form should be completed (if you are not sure if the incident constitutes abuse or non-accidental injury, discuss it with the Designated teacher for Child Protection in the first instance who will offer advice on next steps).
- If physical intervention of any kind is required then a 'Physical Intervention' (PI) record should be completed as soon as possible.
- Both incidents should be reported to parents.

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 and their families 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 and behaviour should never be ignored or left unaddressed.

Stage of B for L and staff leading	Triggers	Recommended strategies / procedures	Expected outcome	Monitored by / how	Reporting	Further advice Who? /What?
Stage 1 Class teacher	Challenges to expectations and / or disruption to learning	Quality First Teaching strategies Including: - Verbal reminders of school expectations, positive motivators and consequences.	The child responds to reminders and behaviour ceases.	Class Teacher	N/A at this stage	Learning Mentors (LM) and / or a colleague re: QFT for inclusion
Stage 2 Class teacher	Repeat infringement of classroom expectations.	Final Warning Refer to the School Standards to highlight positive expectations to encourage the child to reflect on his/her own behaviour.	The child makes a good choice and follows the advice of Class Teacher (CT).	Class Teacher	Recorded on CPOMS	SLT to monitor number of incidents – advice given
Stage 3 Class teacher	Child does not follow CT advice at final warning and meets consequences.	Use Reflection and Repair to review and discuss with the child why s/he 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.	Class teacher makes contact with parent to discuss current behaviour and next steps.	Record incident and action on CPOMS.	Learning Mentors (LM) advice on consequences / motivators
Stage 4 Class teacher and SENCo (and Behaviour Mentor)	When the CT feels that Reflection and Repair is insufficient to meet the child's presenting needs and with the agreement of a member of the SLT.	Intensive coaching support for pupil. - CT must meet with parents to share concerns and discuss next steps. - With the agreement of parents, the pupil will be placed on an Individual Inclusion Diary (initially for 2 weeks) which will be analysed weekly to identify patterns / trends. - Possible need for a Care and Support plan (C+S) and use of Physical Intervention (PI) records (if PI has become a frequent event)	- The child responds well and is moved back to Stage 3. - Lost learning Time (LLT) and/or need for Physical intervention (PI) reduces.	Class teacher and Learning Mentors (LM) to review inclusion diary with: - child daily - child and parents weekly	The following to be uploaded to CPOMS: - Record of meeting with parents - Scanned evaluation of impact based on diary analysis. - Records of P.I.	Learning Mentors (LM) for help with: - implementing Inclusion diaries. - analysis and evaluation of impact - creating and using Care and Support plans - completing PI forms.

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<p style="text-align: center;">Stage 5 Class teacher, Behaviour Mentor, Learning Mentors and SENCo</p>	<ul style="list-style-type: none"> - Child does not respond positively to being on an inclusion diary. - Where there are serious concerns about a sudden decline in the child's behaviour. - Sudden onset of SEMHD difficulties 	<p>The teacher will complete a self-assessment form and meet with the SENCo to discuss why they are blocked in terms of the child's inclusion. Advice and next steps may include some or all of the following:</p> <ul style="list-style-type: none"> - The creation of an Individual Provision Plan for the pupil, evidencing adjustments linked to additional funding. - Assessment for work with the Learning Mentors. - Referral to Early Help (EH) leading to the involvement of all necessary agencies. - Referral to outside agencies i.e. Jigsaw, QEST ECPS, OT, SALT, HYM etc. 	<ul style="list-style-type: none"> - The situation settles and the child remains in receipt of additional provision. - The school applies for an E.H.C. - The child is moved back to an earlier stage of the B for L procedure. 	<ul style="list-style-type: none"> - Daily feedback to child during intervention - Weekly review of progress with child through TTT or a similar pastoral meeting. - Appropriate planned review with parents (possibly half termly) 	<ul style="list-style-type: none"> - The members of SLT are notified that a child has reached stage 5 - Outcomes/ evaluations are scanned placed on CPOMs. 	<p>SENCo in the first instance and/or a range of outside agencies i.e. QEST ECPS, Jigsaw, OT, SALT HYM etc.</p>
<p style="text-align: center;">Stage 6 Class teacher, SENCo Behaviour Mentor Executive Head and/or Head of School</p>	<p>Pupil at Risk of Exclusion (PARE)</p>	<p>Internal Exclusion</p> <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. 	<p>Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class</p> <p>We are looking for:</p> <ul style="list-style-type: none"> - a change in attitude in the child. - acknowledgement by the child and parent of the severity of the breach of the behaviour expectations. 	<ul style="list-style-type: none"> - Executive Head and/or Head of School. 	<ul style="list-style-type: none"> - Outcomes scanned and put on CPOMs - Record of integration meeting led by Executive Head and/or Head of School kept on CPOMs. 	<ul style="list-style-type: none"> - L.A. Access Team – for advice re PARE - Jigsaw for advice re PSP (creation and use including recommended recording/ reporting)

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Stage 7 Class teacher, Behaviour Mentor, SLT, Executive Head and/or Head of School.	Internal exclusion and early PARE strategies have not worked and the pupil is at increased risk of PARE	Fixed Term Exclusion - PARE Person Centred review - Possible need for a Pastoral Support plan (PSP) - Possible Fresh Start Transfer - Request for EHC with possible additional request for emergency placement.	- Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class - PSP - Targets are achieved so the PSP is no longer necessary - Fresh Start is successful. - Request for EHC is successful.	SLT, Executive Head and/or Head of School.	All information to be recorded/uploaded to CPOMs. - Notification of exclusion sent to L.A. and parents notified. - Record of PARE PCR led by Executive Head and/or Head of School. - Detailed PSP reviews	- L.A. Access Team for advice re exclusion. - Jigsaw for advice re Internal Exclusion (creation and use including recommended recording/reporting)
Step 8 Executive Head and/or Head of School and identified school staff	Persistent disruptive behaviour and / or serious breaches of the school's behaviour and safety policies.	Permanent Exclusion	N/A		Notification of exclusion sent to L.A. and parents notified	L.A. Access Team for advice re exclusion.

Reviewed – September 2022
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