



## Behaviour for Learning Policy-Primary

At Compass School we expect the highest possible standards of behaviour from all children and adults.

The key aims of this policy are:

- To establish a caring community, whose attitudes and values are built on mutual trust and respect for all
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- To promote an effective learning environment where everyone feels happy, safe and secure

### Code of Conduct

Whilst the exact classroom rules might vary slightly from one year group to another, the framework of the code remains the same and is driven by the IPC Personal goals: Respect, Morality, Communication, Enquiry, Thoughtfulness, Adaptability, Cooperation and Resilience.

We aim to create a healthy balance between recognition and consequences, with both being clearly explained and specified.

### Rewards

- ✓ Verbal praise, lots of smiles and positive body language in front of others to reinforce achievement
- ✓ The use of stickers, stars, smiley faces etc.
- ✓ Class Dojo points for effort, behaviour and achievement, both in and out of the classroom
- ✓ Extra privileges and responsibilities
- ✓ Star pupil of the week
- ✓ Positive contact should be made with parents following rewards
- ✓ Phone calls, letters or emails sent home to parents reporting positive events
- ✓ Sending children to the Head, Assistant Head or Milepost leaders for recognition of achievement
- ✓ A class reward system for which they can earn a treat/Golden Time at the end of the week/term.

### Class Dojo

Dojo points are house points, and are only used for positive reinforcement. Negative points should not be used. At the beginning of each year class teachers will set up their class on Class Dojo. Each child will have their first name and then their House name e.g. Kate (North)

Class Teachers should then share their class with the Leadership team, Year 6 teachers, Specialist teachers, LAs and LSAs.

Once the account is set up, class teachers will send an invitation to parents to join the class. Parents will be able to see their own child's points and pictures that are shared by the teacher. Class teachers should share at a minimum, one picture of class learning per week.



### Stages of Behaviour Modification

- When learning or individuals are being affected by unacceptable behaviour, the school will take action to meet pupils' needs. This will involve parents and other adults, as appropriate, in helping a child to modify his or her unacceptable behaviour.
- Class teachers keep a record of behaviour issues when they arise. More serious behaviour concerns should be reported to your MP Lead and recorded on Isams
- They should be referred to the ALN Lead for action using the referral system
- The Head of Campus will maintain an overview of behavioural concerns throughout the school and keep appropriate records of their involvement

### Consequences

#### Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences.

- *Stage 1:* A quiet verbal reminder of the expected behaviour and consequences of any repeated misbehaviour.
- *Stage 2:* Time out within classroom (3-5 minutes for KS1, 5-10 minutes for KS2) Name recorded in a behaviour book.
- *Stage 3:* Time out in another class (Milepost Leader) – miss 15 minutes of playtime to compensate for learning time missed – name recorded in behaviour book. Phone call or conversation with parents (same day).  
If misbehaviour persists, then the Milepost Leader and Class Teacher must arrange a meeting with both parents. The meeting with parents should be recorded and targets should be given.
- *Stage 4:* If unacceptable/disruptive behaviour continues, sent to speak to Assistant Head.
- *Stage 5:* Extremely unacceptable behaviour will be reported to the Headteacher. A letter will be sent home or a phone call made to the parents the same day.

For continual, unacceptable behaviour or in the case of serious verbal or physical aggression, the child may be excluded internally from their class and the Executive Principal informed. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

**This decision is taken by the School Executive Principal**

#### At Stage 1

- **The child exhibits unsatisfactory behaviour in class or during break time.**  
**Consequence: A quiet verbal reminder of the expected behaviour and consequences of any repeated misbehaviour.**

#### At Stage 2

A child's behaviour is repeated and is beginning to cause concern. The class teacher informs the Milepost Lead and:

- Tries a range of strategies
- Keeps a record of concerns or incidents
- Refers the child via the ALN process for behaviour if necessary



**Consequence: Time out in class and time given to catch up with work missed.**

Note Down: A-what led up to the incident and who was involved at this stage, B-what this resulted in C-what the outcome was/how the incident was dealt with

### At Stage 3

Continued misbehaviour or child fails to respond to strategies used.

- MP Lead, ALN Coordinator informed
- They support the pupil and class teacher
- Parents are informed and meet with the class teacher
- Records are kept by the class teacher and also recorded on iSams
- An individual behaviour plan is written; targets are set and reviewed

**Consequences: Time out in another class (MP Lead, Subject lead or Asst Head). Break time missed. No Golden Time if necessary. Record kept. Parents informed.**

### At Stage 4

A child's behaviour is causing increasing concern, failing to respond to strategies employed at stage 2 and 3 and requiring considerable intervention.

- Assistant Head of Campus is formally involved - incidents are recorded and child dealt with accordingly
- ALN Department and external agencies may be involved e.g. Educational Psychologist
- Regular meetings and reviews are held with all concerned parties, including parents.
- A Pastoral Support Programme with SMART targets is written and reviewed
- If behaviour does not improve, the pupil may be excluded from school

**Consequence: Asst Head arranges a meeting with the parents to discuss behaviour and next steps**

### Stage 5-Serious incidents

- Fighting, persistent swearing, vandalism, theft, bullying, and behaviour resulting in injury are reported to the HOC and recorded on an incident form. A copy is given to the Head of Campus
- Staff dealing with a serious incident send for assistance from another member of staff
- Serious incidents are fully investigated and appropriate action taken
- Injuries are checked by the School Nurse, details recorded in the accident book and the child monitored
- Parents are informed by the Head of Campus and asked to come into school to discuss the behavior

**Consequence: A serious incident may result in a pupil being excluded from school**

### Permanent exclusion:

A child is permanently excluded from the school. This decision would only be made if all attempts to correct the child's behaviour have been unsuccessful.