

Behaviour for Learning



RHODES AVENUE
PRIMARY SCHOOL

Approved by:	Full Governing Body	Date: July 2021
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Context

At Rhodes Avenue school the headteacher creates the ethos and defines the measures that promote excellent behaviour, self-discipline and respect. The Headteacher decides the standard of behaviour expected of pupils at Rhodes Avenue School and determines the school rules and any disciplinary penalties for breaking school rules.

In this policy the Headteacher sets out the measures which will:

- promote positive goodbehaviour;
- promote an actively anti-racist approach;
- prevent bullying (including cyber-bullying)
- regulate the conduct of pupils;
- ensure that pupils complete assignedwork.

When deciding what measures these should be, the Headteacher will take account of the Governing body's written statement of behaviour principles which underpin the high expectations of behaviour at Rhodes Avenue School.

Rhodes Avenue's Behaviour for Learning Policy adheres to the guidance outlined in Sections 88 and 89 of the *Education and Inspections Act 2006*.
(<http://www.legislation.gov.uk/ukpga/2006/40/section/89>)

Rhodes Avenue adheres to its duties under section 175 of the *Education Act 2002* requiring the school to make arrangements to ensure that safeguards and promotes the welfare of pupils.
(<http://www.legislation.gov.uk/ukpga/2002/32/section/175>)

Rhodes Avenue School acknowledges its legal duties under the *Equality Act 2010*, in respect of safeguarding and in respect of pupils with special educational needs (SEN).
(<http://www.legislation.gov.uk/ukpga/2010/15/contents>)

Aims

- to provide a caring environment in our school, where individuality is celebrated and everyone is respected;
- to promote an actively anti-racist approach
- to promote good behaviour, self-disciplineand respect
- to use positive reinforcement strategies which help children feel good about themselves, their abilities andachievements;
- to regularly review and implement a clear Behaviour for Learning policy that is understood by staff, parents and pupils and is consistently applied;
- to respond to children's broader needs and make reasonable adjustments for children with special educationalneeds and or disabilities;

- to create a happy, friendly atmosphere where confidence, respect and trust are of paramount importance and where staff, pupils, parents, carers and governors work together in a spirit of cooperation.

Key Aspects

In developing this policy, the Headteacher has considered the following aspects of school practice to be the key contributors to providing excellent school behaviour:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Positive behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition; and
10. Organisation and facilities

Outcomes

The successful implementation of this policy will:

- help children to recognise their own powers of self-discipline, in order that they may cooperate within the school and relate to other people in a caring and confident manner;
- help children to understand and distinguish between appropriate and inappropriate behaviour;
- help children to develop strategies to deal with conflict in an appropriate manner;
- make clear our behaviour expectations for parents, which are outlined in the *Home School Agreement*, in order that they support the school in the management of unacceptable behaviour at school when or if it occurs;
- outline the importance to all the adults working within the school community to accept their collective responsibility for the emotional and social development of children.

Our Positive Code of Conduct

The school has developed a code of conduct and it expects all members of the school community to support, and comply with it. This code of conduct outlined below is shared with children and parents/carers (see Appendix 2)

Behaviour strategies

Rhodes Avenue School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters mutual respect between pupils and between staff and pupils.

Primarily Rhodes Avenue School believes that positive praise is the most effective behaviour management strategy. Encouragement and praise for individual pupils, groups of pupils or whole classes for positive attitudes and positive behaviours is the foundation of this policy.

Searching, screening and confiscation

The school follows the latest Dfe guidance (2018)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Strategies which promote positive behaviour

- role modelling positive behaviour;
- Personalised class approach;
- rewards (free choice, classroom privileges, stickers and Headteacher Awards);
- celebrating good behaviour;
- reinforcing positive behaviour through Assemblies, PSHE, RSHE, Circle time;
- school council representation;
- liaising with parents and outside agencies;
- pupil support systems (peer mediators);
- organising visitors, workshops, theatre groups etc. which provide positive role models for the children.

Head Teacher's Awards

Public recognition of success and positive behaviour in school is given in weekly assemblies. Teachers enter names each week into the 'Achievement Book'. Children whose names are written in the book receive a Headteacher's Award at the weekly *Achievement Assembly*. Children who are rewarded in this way have a certificate to take home to share with their parents.

Unacceptable behaviour

There is no definitive list but refer to *Appendix 3* which outlines examples of poor behaviour and sanctions.

Initially disruptive behaviour will be managed by the classteacher. If this is repeated it will then be referred to the Year Leader (Stage 2). If the behaviour continues then this would lead to involvement by the Headship Team and a possible Stage 3. Three Stage 3s in a half term will lead to a Fixed Term Exclusion.

Sanctions

School staff (see below) will discipline pupils whose conduct falls below the standard which could be reasonably be expected of them. School staff have the authority to discipline pupils for misbehaviour which occurs in school and in some circumstances, outside of school.

If a child is being repeatedly disruptive or not following the Positive Code of Conduct, the classteacher will arrange for the child to spend some time in the Year Leader's classroom. This time will be used to reflect and complete independent work. This will be recorded in the Year Behaviour Book. Parents will be notified.

A Reflection Area is manned by members of the Headship Team at breaktimes

and lunchtimes. Pupils will spend time with a member of the Headship Team to discuss their behaviour and miss some of their playtime.

Following any pupil conflict, staff will use a Restorative Justice approach to talk through any incidents with pupils. Refer to *Appendix 3* for the mediation questions used.

A punishment will always be proportionate, the penalty will be reasonable in all circumstances and account will be taken of the pupil's age, any special needs or disability and any religious requirements that may be affecting the pupil (Section 91: *Education and Inspections Act 2006*)

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to sanction a pupil must be made by a paid member of the school staff or a member of staff authorised by the Headteacher;
2. The decision to sanction the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, special educational need, race and other equalities and human rights) and it must be reasonable in all circumstances.

Some examples of sanctions may include:

- completing a 'Reflection Sheet' (see Appendix1)
- missing a playtime;
- writing a letter of apology;
- being asked to reflect on behaviour and on how they could have avoided the situation;
- being sent to a Senior Leader.

(Refer to *Appendix 3*).

When a child presents persistent and recurring behavioural difficulties the school will seek advice and support from external professionals (e.g. Educational Psychology service, Language and Autism team)

In serious cases and only as a last resort, the Headteacher will exclude the child from school for a fixed term or permanently.

Working with parents

The school believes in working in partnership with parents to ensure that all members of the school community contribute to the creation of a positive working environment.

Parents/carers will be notified at an early stage when the behaviour of their child contravenes the school's *Positive Code of Conduct* (see Appendix 2).

Parents are welcome in the school and are encouraged to discuss any problems with the class teacher or the Headteacher. All staff are readily available and willing to make an appointment with parents to discuss any concerns. It is a great help to the class teacher if s/he is told of any changes or difficulties at home which may affect a child's behaviour.

The school's *Behaviour for Learning Policy* is more effective when it is supported by parents. We ask parents to support the policy by:

- being aware of and helping their children to abide by the school's *Positive Code of Conduct*;
- supporting the school when sanctions are applied.

Behaviour in EYFS

Staff in the EYFS use positive reinforcement approaches to encourage the development of good behaviour for learning. If a child is struggling to behave appropriately a number of steps can be taken:

1. All positive behaviour will be noticed and praised.
2. The child may have some quiet time away from the class to reflect on what has happened.
3. The child may have some time with the classteacher so that behaviour expectations can be reinforced and re-explained as necessary
4. The EYFS SENCO may be asked to observe the pupil and identify any potential additional needs.
5. If necessary the classteacher will meet with parents to share concerns and develop some targets.
6. For pupils with SEND, reasonable adjustments will be made to the Behaviour for Learning policy to support full inclusion of that pupil.

Procedures for the involvement of outside professionals

When necessary, and with the permission of parents we involve outside agencies to advise and support with behavioural difficulties. We may seek advice from an Education Psychologist, Educational Welfare Officer or a specialist Behaviour Support Team.

Equalities

Rhodes Avenue will ensure that it complies with its duties under the *Equality Act 2010* and have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act.

Links with other policies

- Anti-bullying (including anticyber-bullying)
- Safeguarding
- E-Safety
- Exclusion of pupils
- Equalities

- Safe Handling
- SEND
- Home School Agreement
- Complaints
- EYFS

Procedures for policy monitoring and dissemination

The school will publicise this policy, in writing, to staff, parents and carers and pupils annually. All members of staff and governors will receive a copy of this policy. Copies are available on the school website and at the school office. This Policy has been approved by the Governing Body and the School Leadership Team and staff, it will be reviewed in line with the curriculum policy schedule.

Staff responsible:

Headteacher
Assistant Head
School Staff
The Curriculum Committee

Appendix 1 Rhodes Avenue Reflection Sheet

Name: _____ Class: _____ Date: _____

1. What happened?
2. What were you thinking at this time?
3. Who was upset by this?
4. What's been the hardest thing for you?
5. What can you do to make it better/What needs to happen now?

Look at the School values. Which value do you need to think about?

Helping others
Friendship
Patience
Courage
Ambition
Sharing
Cooperation
Empathy
Fairness
Forgiveness
Kindness
Loyalty

Please use this box to add any drawings about what happened:

Appendix 2



Our Positive Code of Conduct We:

- Are actively anti-racist;
- Treat other people as we would like to be treated;
- Listen to and respect what others say;
- Are kind in the way we speak to and about others;
- Respect each member of our school community regardless of race, gender, disability etc.
- Behave in a way that does not upset or frighten others;
- Are careful not to upset others when we draw or write;
- Are fair in the way we play and who we choose to play with;
- Move around the school with consideration for other people;
- Care for ourselves, for each other and for our school environment;
- Follow instructions given by adults in school.

Appendix 3

Restorative meeting

Date

Pupils

Start with perceived 'wrongdoer'

1. Can you tell me what happened?
2. What were thinking at this time?
3. Who was upset by this?
4. What's been the hardest thing for you?

Turn to 'harmed' person

5. Can you tell me what happened?
6. What were thinking at this time?
7. Who was upset by this?
8. What's been the hardest thing for you?
9. What do you think needs to happen?

Turn to 'wrongdoer'

10. What do you think of what s/he has suggested?
- Make agreement of what will happen

For both:

What would you do differently next time?

Thank you for meeting with me

Appendix 4

Listed below are some examples of Stage 1/2/3 behaviours, it is not a definitive list

Pre Stage 1 (EYFS) Behaviour (Often age appropriate which then becomes persistent)
Being constantly unkind to other children Distracting others whilst on carpet or at table Saying unkind things Causing damage to toys and equipment Consistently ignoring to follow routines Calling out Not following simple instructions Running inside the building/classroom Avoiding taking part during an activity
Strategies
Praising good behaviour Circle time discussion Counting down from 5-1 or up from 1-3 Thumbs up/Thumbs down Thinking chair/spot - timeout (5 mins) Positive reinforcement Class reward system i.e. Smiley faces/name on board etc. Modelling good behaviour by adults and/or peers Visit to parallel class/or nursery Parents informed at end of sessions
Frequency & Consequences
If trying various strategies fail to curb disruption then parents are called into discuss behaviour. ABC – Action, Behaviour, Consequence form Home/school book or regular updates with parents
Responsibility
Pre Stage 1 Incidents are resolved by Class teachers Nursery Nurses and Support staff Parents are kept informed regularly at end of sessions

Stage 1 Behaviour (Lower Level)
<p>Calling/shouting out Name calling Swinging/rocking on chairs Calling out Shouting inside/outside classroom Not following simple instructions Continuing to talk after countdown Consistently interrupting other whilst they are talking Avoiding taking part during an activity Not tidying up Running inside the building/classroom Talking in assembly</p>
Strategies
<p>Positive reinforcement Parallel praise Open communication Reasonable Adjustment Provision of a choice before a sanction Reminders of expected behaviour Reminder of class school rules/expectation</p>
Frequency
<p>If positive reinforcement fails to curb low level disruption then a warning is given to a pupil. Three warnings in a session and a sanction is imposed Each session provides an opportunity for a fresh start and positive reinforcement</p>
Consequences
<p>If three warnings are accrued in one session then the pupil will be given time to reflect at playtime. Class teachers will use their professional judgement to decide if the frequency of sanctions will mean an escalation to Stage 2</p>
Responsibility
<p>Stage 1 incidents are resolved by Class teachers and support staff</p>

Stage 2 Behaviour
Persistent Level 1 behaviour (Year Behaviour Book corroboration) Consistent disruption of class learning Challenging an adult Answering back/arguing with an adult Throwing objects in class Refusing to follow instructions Leaving classroom without permission Running or walking away from a teacher Inappropriate language/Swearing
Strategies
Positive reinforcement Parallel praise Open communication Reasonable Adjustment Provision of a choice before a sanction Reminders of expected behaviour Reminder of class school rules/expectation
Frequency
Stage 2 behaviour incidents are potentially more disruptive to a positive school environment, teaching staff will use their professional judgement before deciding to implement a reflection time sanction at break time and/or referring the pupil/pupils to the Year Leader.
Consequences
Pupil spends time in Year Leader's class and is spoken to by Year Leader. Reflection time during break. Parents/carers will be contacted and may be asked to a meeting with Year Leader If three incidents are recorded in one day the pupil/pupils will move up to Stage 3 sanctions (Behaviour Book corroboration)
Responsibility
Stage 2 incidents are resolved by Class teachers/Year Group Leaders

Stage 3 Behaviour
<p>Persistent Level 2 behaviour (Behaviour Book corroboration)</p> <p>Violence/Personal Injury to pupils/staff</p> <p>Continual refusal to participate</p> <p>Abusive/threatening behaviour</p> <p>Damage to school property</p> <p>Rude, disrespectful comments about: race, religion, gender, culture or sexuality</p> <p>Bullying</p> <p>Verbal abuse to pupils/staff</p> <p>Leaving school without permission</p> <p>Spitting (at pupils/staff)</p>
Strategies
<p>Positive reinforcement</p> <p>Parallel praise</p> <p>Behaviour/PSP</p> <p>Working with parents/carers/LA Behaviour Team</p> <p>Reasonable Adjustment</p> <p>Explanation of expected behaviour</p> <p>Reminder of class school rules/expectation</p> <p>PSHE/RSHE sessions</p> <p>Counselling</p>
Frequency
<p>Stage 3 behaviour incidents are disruptive to a positive school environment. One incident will trigger a Senior Leader meeting with pupil and communication/meeting with parents/carers</p>
Consequences
<p>Internal Exclusion if appropriate and missed playtimes</p> <p>Three Stage 3 incidents in a half term will result in a one day exclusion from school</p> <p>Three more (total 6) Stage 3 incidents in a half term will result in a two day exclusion from school</p> <p>Three more (total 9) Stage 3 incidents in a half term will result in a 5 day exclusion from school</p> <p>All exclusions run concurrently and this does not affect the Head teacher's right to take immediate action (i.e.exclusion) in the case of any incident deemed to be serious</p>
Responsibility
<p>Stage 3 incidents are resolved by Senior Leaders</p>

