

Behaviour Policy



RHODES AVENUE
PRIMARY SCHOOL

Approved by:	Full Governing Body	Date: Autumn 2023
---------------------	---------------------	--------------------------

Last reviewed on:	Autumn 2023
--------------------------	-------------

Next review due by:	Autumn 2026
----------------------------	-------------

Contents

1. Context
2. Aims
3. Key Aspects
4. Outcomes
5. Our Positive Code of Conduct
6. Behaviour strategies
7. Searching, screening and confiscation
8. Strategies which promote positive behaviour
9. Head Teacher's Awards
10. Unacceptable behavior
11. Reasonable Adjustments
12. Power of Discipline beyond the School Gate
13. Sanctions
14. Working with parents
15. Behaviour in EYFS
16. Procedures for the involvement of outside professionals
17. Equalities
18. Links with other policies
19. Appendix 1a: Rhodes Avenue Reflection Sheet KS2
20. Appendix 1b: Rhodes Avenue Reflection Sheet KS1
21. Appendix 2: Positive Code of Conduct
22. Appendix 3: Restorative meeting prompts
23. Appendix 4: Pre stage 1, Stage 1, Stage 2 and Stage 3 Behaviour
24. Appendix 5: Missing Sports and Music events

Context

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

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

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

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-discipline and respect;
- to use positive reinforcement strategies which help children feel good about themselves, their abilities and achievements;
- 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 educational needs 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 Head teacher 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 (playground buddies);
- 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 4* which outlines examples of poor behaviour and sanctions.

Initially, disruptive behaviour will be managed by the class teacher (Stage 1). If this behaviour is repeated, it will then be referred to the Year Leader (Stage 2). If the behaviour continues (three Stage 2's within a half term) then this would lead to a Stage 3. The Year leader will deal with the first Stage 3 incident, an Assistant Headteacher will deal with the second Stage 3 incident and the Headteacher will deal with the third Stage 3 incident. Three Stage 3 letters in a half term could lead to an exclusion from something for an agreed period of time (activity, playtime or classroom).

Some behaviours (See Appendix 4) will result in an immediate Stage 3.

Stage 3 behaviours are wiped at the end of each half term so children are able to start fresh in the new half term apart from Stage 3's given for disrespectful comments about race, religion, gender, culture or sexuality.

Reasonable adjustments

At Rhodes Avenue, we recognise that behaviour is a form of communication and some pupils with special educational needs and physical or mental health needs can display exceptional needs with

regard to their behaviour. We strive to provide a thoughtful approach to behaviour management that takes into account any personal circumstances but that does not undermine a consistent implementation of this policy. Where 'reasonable adjustments' are made, we strive to ensure that everyone is aware of the philosophy behind them, this includes gaining the understanding and support of staff and appropriate parents. When making decisions, the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. Reasonable adjustments are used to prevent discrimination and reduce the risk of exclusion.

Reasonable adjustments can be taken in the form of:

- Strategic acceptance of some low-level inappropriate behaviour
- Reward systems
- Use of Individual Behaviour Plans (IBPs).
- Intervention programmes (friendship circles, lego therapy)
- Support from Educational Behavioural Psychology Support Team (EBPST), Special Educational Needs Support Services (SENS), Child Adolescent Mental Health Service (CAMHS)

For children in the Foundation Stage, the policy will be applied with due consideration for the child's age and stage of development.

Power of Discipline beyond the School Gate

Response to non-criminal inappropriate behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

When pupils are taking part in any school organised or school related activity **away from the premises**, the Behaviour Policy will be applied consistently. Parents who are helping with supervision on a school trip are expected to ensure that the children in their care behave appropriately. Before any trip, teachers remind the children about acceptable behaviour and care is taken with grouping children and allocating adults. Any parent experiencing problems with a child's behaviour on a school trip should contact the teacher in charge of the trip. If unable to do so, they should contact the school.

Other reported inappropriate behaviour or bullying will be dealt with on a case-by-case basis. Generally, school staff should not expect to be involved with incidents that occur off the school premises when a child or children are not under the lawful control of that staff member. However, in cases where the incident could adversely affect the reputation of the school or where the incident is likely to impact further on members of the school community (i.e. retaliation, bullying or continuation of negative feelings between children) staff may be required to intervene. Parents will be involved in the investigation of the incident and sanctions, as already identified within this policy, may be applied. Where there are abusive comments or aggression to staff, outside of school, these matters will be investigated and reported to the appropriate agencies.

Sanctions

School staff 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 misbehavior that 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 class teacher 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 or a reflection sheet. This will be recorded on Integris as a Stage 2 behaviour. Parents will be notified by the class teacher.

A Reflection Area is manned by members of the Headship Team at lunchtimes. Pupils will spend time with a member of the Headship Team to discuss their behaviour, fill in a reflection sheet and miss some of their playtime. This will be recorded on Integris by the Headship Team as a Stage 2 behaviour. Parents will be notified by the class teacher.

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 Appendix 1a and 1b)
- being sent to the Year Leader's classroom for reflection
- 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.
- not being allowed to represent Rhodes Avenue at sporting and music events

(Refer to *Appendix 4* and *Appendix 5*).

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 and Haringey Learning Partnership)

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 Educational Psychologist, Education 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 anti cyber-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

Rhodes Avenue Reflection Sheet (KS2)

'Ready, respectful and safe'

Name: _____ Class: _____ Date: _____

1. What happened?

2. What emotions were you feeling at the time?

3. Who did your actions upset?

4. What would you do differently next time?

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

Behaviour at Rhodes:

Ready	
Respectful	
Safe	

School Values:

Co-operation	
Community	
Consideration	
Creativity	

Emotions

Angry 

Frustrated

Sad 

Worried 

Frightened 

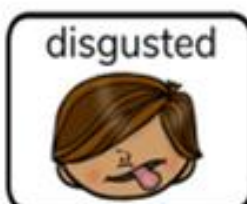
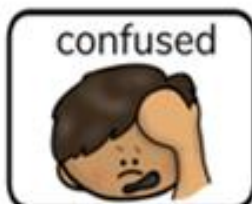
Embarrassed 

Calm



K51 Reflection Sheet - Rhodes Avenue

How do you feel?



What happened?

What do you need to do now?

Reflection Rainbow



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 schoolenvironment;
- Follow instructions given by adults in school.

Appendix 3

Restorative Meeting

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 they have suggested?

Make an agreement over what will happen

For both:

What would you do differently next time?

Thank you for meeting with me

Appendix 4

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 Physical behaviours which are deemed unsafe (consistent biting, scratching, pushing)
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. Record on Integris 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 If behaviours are consistent or of concern, Senior Leaders will support

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 Throwing objects in class – moved from Stage 2</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</p> <p>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 a sanction:</p> <ul style="list-style-type: none"> - time to reflect at playtime - reflection time in classroom away from peers - working independently rather than with peers - sitting on the carpet away from peers - timeout outside the classroom <p>Class teachers will use their professional judgement to decide if the frequency of sanctions will mean an escalation to Stage 2</p>
Responsibility: Stage 1 incidents are resolved by Class teachers and support staff

Stage 2 Behaviour
<p>Persistent Level 1 behaviour Consistent disruption of class learning Challenging an adult Answering back/arguing with an adult Physical incidents against peers (pushing, pinching, grabbing) Refusing to follow instructions Leaving classroom without permission Running or walking away from a teacher Inappropriate language/Swearing Play fighting</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>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 or lunch time and/or referring the pupil/pupils to the Year Leader.</p>
Consequences
<p>Pupil spends time in Year Leader's class. Reflection sheet completed in Year Leader classroom or at lunchtime with Headship team.</p> <p>Parents/carers will be contacted and may be asked to a meeting with Class teacher and or Year Leader if behaviour is consistent.</p> <p>If three incidents are recorded in one half term the pupil/pupils will move up to Stage 3 sanctions.</p>
Responsibility
<p>Stage 2 incidents are resolved by Class teachers/Year Group Leaders</p>

Stage 3 Behaviour
<p>Persistent Level 2 behaviour</p> <p>Purposeful physical aggression towards other children pupils (kicking, punching, slapping, biting)</p> <p>Verbal and physical abuse to 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>Leaving school without permission</p> <p>Spitting at pupils/staff</p>
Strategies
<p>Positive reinforcement</p> <p>Parallel praise</p> <p>Behaviour Support Plan</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 the Year Leader to meet with pupil and communicate with parents/carers.</p> <p>A second incident will trigger an Assistant Headteacher to meet with pupil and communicate with parent/carers.</p> <p>A third incident will trigger the Headteacher to meet with pupils and communicate with parents/carers.</p>
Consequences
<p>Exclusion from an activity, playtime or classroom for agreed fixed period and fixed term exclusions.</p> <p>Three Stage 3 incidents in a half term will result in an exclusion from an activity, playtime or classroom for an agreed fixed period</p> <p>Three more (total 6) Stage 3 incidents in a half term will result in a day's exclusion from school</p> <p>Three more (total 9) Stage 3 incidents in a half term will result in several day's 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>

Appendix 5

List of behaviours, which could result in not being able to represent Rhodes Avenue Primary School at Sport and Music events:

Any behaviours, which are not representative of our school values and code of conduct, including but limited to the below:

Rude, disrespectful comments about: race, religion, gender, culture or sexuality

Consistently refusing to follow instructions

Physical aggression towards children and staff