



# Behaviour for Learning Policy

## **Rationale**

At the Rodings it is believed that behaviour for learning is crucial because it emphasises the link between the way children learn and their social knowledge and behaviour.

The Behaviour for Learning Policy is designed to ensure that all young people at Rodings Primary School have the opportunity to learn, achieve and be successful, but also emphasise the need for everyone to respect each other.

It is recognised that high standards are best promoted when everyone (staff, parents and children and governors) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour it can build individual and collective esteem and encourage good personal relationships.

**The policy applies to everyone who works in the school.**

## **Aims**

As a school everyone is expected to be involved in their learning and try their best and every effort should be made so that this is not hindered by others.

Rodings Primary School is an inclusive community where relationships are based on mutual respect and where everyone can experience and celebrate success.

This means that everyone has a responsibility to ensure that:

- Learning is the priority
- Everyone shows respect, courtesy and consideration towards all members of the school community
- They are honest and co-operative with others
- They follow the rules and procedures of the school.

## THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour in the behaviour logs.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

## THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

The governing body will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will in consultation with the Headteacher consider what the school's response will be to:

- any bad behaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or

- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## **THE ROLE OF THE CLASS TEACHER**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the behaviour logs.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours.

Teachers can confiscate pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

## **THE ROLE OF NON-TEACHING STAFF**

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Rodings Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher.

## **PARENTAL INVOLVEMENT**

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together the school believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.

- By supporting the school in the policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers

Rodings Primary School values the partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

Parents are under a legal duty to ensure that their child (aged 5-11) receives a suitable full time education either at school or by making other suitable arrangements.

Parents are responsible for their child's behaviour when they are at school too.

**Rodings School behavior policy is based around a set of Core Values.**

We all need to be concerned about ourselves, other pupils, parents, carers, teachers, our belongings, our school and equipment. We expect good behavior as a normal part of the school day and Golden Time is the reward for everyone who can behave in the expected way.

The Core Values have been developed over a year including children, parents, staff and governors. They underpin all the decisions made about the school

but also about how every stakeholder behaves.

**The Core Values are:**

Respect  
Enjoyment  
Confidence  
Challenge  
Care

When talking to children about their school life the **THINK** approach is adopted to make sure that all conversations are based around truth and fairness. The **THINK** approach consists of:

T - is it true?  
H - is it helpful?  
I - is it inspiring?  
N - is it necessary?  
K - is it kind?

The **GOLDEN RULES** are common throughout school and should be followed by **EVERYBODY**.

- Do be gentle, don't hurt anyone
- Do be kind and helpful, don't hurt people's feelings.
- Do be honest, don't cover up the truth.
- Do work hard, don't waste time.
- Do look after property, don't waste or damage things
- Do listen to people, don't interrupt.

Each class will also have its own particular set of rules that are agreed by everyone. These will be set up at the beginning of each school year and may change or develop as required.

At Rodings Primary School there are routines for encouraging good behaviour for learning and also sanctions for inappropriate behaviour. Encouraging good behaviour for learning is the responsibility of everyone in school.

## **Positive Behaviour Strategies**

At Rodings Primary school the emphasis is on the development of positive Behaviour strategies. This is achieved in a variety of way. As with the sanctions for inappropriate behaviour, there is a hierarchy of rewards that can be used to encourage and reinforce appropriate behaviour for learning.

At Rodings Primary School the staff believe in promoting and modeling positive behaviour.

This is achieved by:

- Quality First Teaching that excites and engages learners
- Regular marking and feedback involving the children
- Giving rewards
- Having clear and consistent expectations
- Ensuring a pleasant, safe and stimulating learning environment
- Offering a wide range of extra-curricular activities
- Having high standards and high expectations
- Encouraging positive relationships

Rewards and celebrating success are an important part of life at Rodings Primary School. A combination of strategies can be used to encourage positive behavior. These include:

- House points
- Headteacher's awards
- Golden time
- Good work assemblies
- Effort Cup nominations
- Stickers
- Positive praise in marking and feedback
- Golden leaves
- Individual reward systems for identified children
- Class teachers can also develop reward systems that are bespoke to their class e.g. table points, raffle tickets and class points.

## **Dealing with inappropriate behaviour**

It is inevitable that problems will need to be solved during the year because human behaviour is a constantly changing dynamic. Working with the staff, children, governors and parents a set of sanctions have been developed so that there is



consistency of approach across the school. These sanctions can be seen in appendix A.

When dealing with inappropriate behaviour and a consequence is given. It should be made clear to the child the reasons they have been given that consequence and were appropriate for how long. There should also be one main adult who deals with the issue to avoid repeat punishment or a child receiving more than one consequence making it unfair.

Some pupils, for example those with SEN, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need.

The Behaviour for learning policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.



Initially, all incidents should be dealt with by the staff member involved in a calm but firm and stern manner.

Raised voices should only be used if a child is in danger.

The class teacher should then be notified of the incident.

The class teacher will then make a decision if the Headteacher should be involved apart from incidents that are in the high category, when children will go straight to the Headteacher or Deputy.

	<b>Incidents</b>	<b>Consequences</b>
<b>Low</b>	<ul style="list-style-type: none"> <li>• Running around school</li> <li>• Talking when an adult is talking</li> <li>• Making noises that are distracting people from their work</li> <li>• Rocking on chairs</li> <li>• Being bossy</li> <li>• Showing off</li> <li>• Leaving people out at play time and lunch time</li> <li>• Annoying people</li> <li>• Cheating and copying work</li> <li>• Not following rules when playing games</li> <li>• Hiding behind the stage</li> <li>• Rough games before getting out of hand - leading to a fight.</li> </ul>	<ul style="list-style-type: none"> <li>• Give the child 'The Look'</li> <li>• Give a warning that they will golden time.</li> <li>• Loss of golden or AWP time no more than 5 minutes</li> </ul> <p>Remove chair for short period of time- no more than 10 minutes</p>

<b>Medium</b>	<ul style="list-style-type: none"> <li>• Pushing/shoving</li> <li>• Bad manners</li> <li>• Damaging/scribbling on peoples work/ripping pages out of a book</li> <li>• Unintentionally damaging property through being silly</li> <li>• Play fighting that gets out of hand</li> <li>• One off name calling</li> <li>• Throwing objects</li> <li>• Blaming someone else</li> <li>• Disrupting others work</li> <li>• Putting up house points that have not been earned</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss with adult about what happened.</li> <li>2. Loss of break time or a proportion of lunchtime up to 20 minutes.</li> <li>3. Write letter of apology or apologies verbally. Dependent on age and incident.</li> </ol>
	<ul style="list-style-type: none"> <li>• Talking in assembly</li> </ul>	<ol style="list-style-type: none"> <li>1. Moved to sit elsewhere</li> <li>2. Stay behind after assembly.</li> </ol>
	<ul style="list-style-type: none"> <li>• Issues around food - throwing, eating other food handling others food</li> </ul>	Help keep the plate and food disposal area clean for one lunchtime
	<ul style="list-style-type: none"> <li>• AWP arguments</li> </ul>	<ol style="list-style-type: none"> <li>1. To come off the all-weather pitch to discuss problem.</li> <li>2. Time out - 5 minutes</li> </ol> <p>Banned for a period of time decided by the Mr Raraty</p>

<b>High</b>	<ul style="list-style-type: none"> <li>• Swearing/making rude signs</li> </ul>	Swearing slip goes home - must be heard by an adult or the child admits to swearing
	<ul style="list-style-type: none"> <li>• Bullying</li> </ul>	See separate bullying policy
	<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Physically hurting someone - punching, kicking, hitting, pulling hair, throwing people to the ground, strangling, pinching</li> <li>• Deliberately damaging property</li> <li>• Stealing</li> <li>• Disobeying a teacher/being rude to an adult/talking back/refusing to carry out a request</li> <li>• Running away/climbing over the gates/hiding</li> </ul>	<ol style="list-style-type: none"> <li>1. No warning, straight to Head or Deputy.</li> <li>2. Behaviour sheet</li> <li>3. Loss of playtime/lunchtime for a defined period of time (to be discussed)</li> <li>4. Call home</li> <li>5. Not allowed to take part in special events or represent the school (Headteacher's discretion)</li> <li>6. Parents called in for repeated high level offences.</li> <li>7. Last resort, exclusion</li> </ol>