

# Stanton Road Primary School



## Behaviour for Learning Policy

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## 1.0 Legislative Context

- Sections 89 - 90,94 of the Education and Inspections Act 2006
- Equality Act 2010  
Schools (Specification and disposal of Articles) Regulations 2012
- Coronavirus Act 2020

## 1.1 Guidance

- Behaviour and Discipline in schools. Advice for Head teachers and school staff.  
January 2016 and associated guides.
- May 14th 2020 Coronavirus (Covid 19) Guidance and Support DFE -Preparing for the wider opening of schools from 1 June.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

In some instances, children may be dealt with outside of the Behaviour Policy in their own personalised 'Individual Support Plan' – this may be if the child needs further support or opportunities to ensure that they access the curriculum.

## 1. Policy Statement

Stanton Road Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## 2. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community, which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.

- To ensure that excellent behaviour is a minimum expectation for all.

### 3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

### 4. Expectations of Adults

We expect all staff to:

- Meet and greet every child every morning.
- Refer to 'Ready, Respectful, Safe' as our behaviour rules.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners. -

Use a visible Recognition Board throughout every lesson.

- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

#### Band Leaders

Band Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the learners.

Band Leaders will:

- Meet and greet children at the beginning of the day.
- Be a visible presence in the year band to encourage appropriate conduct. - Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose effort goes 'over and above' expectations.
- Encourage use of Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Use behavioural data to target and assess interventions.
- Make sure that the 'buck stops here'.

#### Senior Leaders

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the learners.

Senior Leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around school and especially at key points of the day. - Celebrate staff, leaders and learners whose effort goes 'over and above' expectations.

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- Regularly share good practice.
- Support Band Leaders in managing learners with more complex or entrenched negative behaviours.
- Be available for identification of 'red behaviours'.
- Use behaviour data to target and assess school wide behaviour policy and practice. - Regularly review provision for learners who fall beyond the range of written policies. - Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

## 5. Recognition and Rewards

At Stanton Road Primary School, we will recognise and reward learners who go 'over and above' our expectations. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. Although there are rewards, staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'* Paul Dix

All staff will be looking for children who go 'over and above' expectations. At Stanton Road Primary School, we will recognise children using the following rewards:

### Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'one voice', 'kind words' or 'over and above'. Adults or children in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. There is no material prize for class competition. Each class chooses a celebration when all names are on the board, for example: special celebration dance or song, play a game.

Recognition Board achievements will be celebrated in assembly and the number of completed recognition boards for each class will be shared. At the end of a half term, the total number for each class will be totalled and the winning class will receive a class reward. This will be decided by the class and take place during an afternoon.

A display board in the staff room will be available to tally Recognition Board achievements for that week. This will be completed by Class Teacher/Teaching Assistant. Results will be collected prior to assembly.

*'This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team focused on one learning behaviour and moving in one direction'.*

Paul Dix

Positive Notes/ Letters/postcards or certificates from Head teacher/Assistant Head teachers

Positive Notes are high-level recognition for consistently going 'over and above'. Any adult in the school, staff members or visitors can give it to any child. There is no set amount each week – again it must be sincere to keep its value. Letters/postcards may also be sent home from the head teacher/Assistant Head teachers to recognise outstanding children.

*'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'*

Paul Dix

Phone Calls Home

Phone calls can be made to parents to share their child's successes. The class teacher can deliver this/ Teaching Assistant or other nominated staff.

Milkshake Monday

One child per class will be nominated by their class teacher to have a milkshake with the Head teacher/Assistant Head teacher. Children nominated will receive a special invitation during Celebration Assembly on a Friday, giving them permission to attend Milkshake Monday the following week.

Celebration Assembly

During this assembly, weekly celebrations are shared (Star Performer awards). Children who have achieved a Head teacher Award for work, class with the best attendance, any weekly competitions within TT Rockstars and Spelling Frame.

House Points

Each child is placed into one of our four houses when they join school. Children can receive house points as positive praise for work completed or good behaviour. House points are collected weekly, and announced in celebration assembly. At the end of each term, the house with the most points will receive a 'House Reward' (e.g. movie afternoon, sport afternoon, disco).

Weekly Star Performer Awards

Based on our school values of 'Achieve, Believe, Care', each teacher will choose a child each week who demonstrates one of our values. These will be celebrated in our assembly and certificates sent home.

## 6. Managing Behaviour

Classroom

Engagement with learning is always the primary aim. For most learners, a gentle reminder or nudge in the right direction is all that is needed. The main aim is to prevent before issuing sanctions. Although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning. Steps should always be used with care and consideration, considering individual needs where necessary. We need to praise the behaviour we want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for

### Classroom Steps:

1. Reminders – quick, quiet reminders, delivered privately where possible. Give gentle encouragement. Remind them of Ready, Respectful, Safe.
2. Repeat reminders if necessary to de-escalate and decelerate. Praise where the learner is modelling good behaviour.
3. Verbal Caution – deliver privately if possible. Make the child aware of their behaviour and outline the next steps/consequence if it continues. Give them a final opportunity to engage and offer a positive choice.
4. If behaviour continues, then move to the 30-second script to explain and ask to stay behind at break. A consequence will then be given. (*Appendix 3*)
5. If child continues to not engage then some time out/cooling off period may be needed. This could be a short time in a quiet part of the classroom or outside of classroom (if available and safe to do so). If child is unable to do these then they may need 'Time Out in a parallel class.

### Agreed Consequences to be used:

- Finish work at playtimes. This is to be overseen by the class teacher/TA or if on duty another member of year band staff.
- Miss part of playtime/all of playtime. Overseen by class teacher/TA. Adults to think about how much time the behaviour warrants e.g. aggressive behaviour would not warrant 5 minutes only.
- Finish work/miss all or part of lunchtime. Children missing any lunchtime should be taken to the SLT.
  - Directed Time Out - Child may need to work in an agreed parallel class. In EYFS, this may involve staying by the teacher. If the child refuses to have 'time out' the additional support may be needed from the nearest adult or SLT if required.

### Lunchtime Steps:

Behaviour expectations remain the same during lunchtimes. The following steps will be taken:

1. Reminders – quick, quiet reminders, delivered privately where possible. Give gentle encouragement. Remind them of Ready, Respectful, Safe.
2. Repeat reminders if necessary to de-escalate and decelerate. Praise where the learner is modelling good behaviour.
3. Verbal Caution – deliver privately if possible. Make the child aware of their behaviour and outline the next steps/consequence if it continues. Give them a final opportunity to engage and offer a positive choice.
4. If behaviour continues, then move to the 30-second script to explain that they may need some 'Time Out' if the behaviour continues.
5. If child continues to not engage then some time out/cooling off period may be needed. This could be a short time in a quiet part of the playground or by the door into the school (but within sight). If child is unable to do these then the Midday Supervisor needs to be called over and the child may need time off the playground.
6. Any Red Behaviour should be reported to the Midday Supervisor who then informs the member of SLT who is available.

## Red Behaviours

There are some behaviours, which need to be dealt with by a member of the SLT. These are behaviours that are unacceptable. They include:

- Swearing,
- Physical,
- Discriminative comments,
- Confirmed bullying.

If this behaviour is identified then an instant consequence will be delivered once it is clear that the child has displayed one of these behaviours. The member of staff involved needs to inform a member of the SLT that the child will be joining them for playtime/lunchtime. Depending on the nature of the incident, a member of the SLT may come and see the child straight away or they will speak to the child when they arrive for their consequence. This will mean they miss the following playtime/lunchtime and a phone call will be made home to the parents/carers to inform them of the behaviour. When appropriate a restorative conversation will take place to discuss the behaviour with the child and with the parent/carer present if appropriate. (*Appendix 4*). Some of these behaviours may go beyond 'red' and warrant a fixed term exclusion-see section 8.

## Bullying

We take any allegations of bullying seriously and investigate them fully. Further information about this can be found in our MAT Anti-bullying Policy and in the Peer on peer section below.

## Sexual Abuse and Sexual Harassment

Our staff are kept up to date with research findings and legislation. Staff are aware of behaviours, which constitute sexual abuse/harassment. As a school, we have zero tolerance to these behaviours. As a school, we are aware that these incidents may happen and our approach to dealing with these will be on an individual level. We will work with the child and parents/carers and consult with wider agencies if required to help them understand and identify their behaviour choices and its impact on others. Restorative conversations will take place with the child by a member of SLT. In school, we ensure that we are proactive in educating children on the subject of sexual abuse and harassment through our PSHE and RSE curriculum. We also use further resources if we feel further education is required. Any incidents are recorded and reported to Governors and if deemed necessary, wider agencies such as social care or Merseyside Police.

### Reporting incidents of Sexual Abuse or Harassment.

- Staff member to report incident, once they have all the details to a member of SLT/DSL.
- SLT/DSL will decide what approach needs to be taken with the incident - A conversation will take place with the perpetrator(s) and a separate conversation will take place with the victim(s).
- From this discussion, it will be decided on whether wider agencies need to be involved.
- Parents will be informed of the incident.

- Perpetrator will spend some time with a member of staff holding a restorative conversation about understanding their actions, and what they can do to change/improve their behaviour choices.
- A decision will be made as to whether further activities need to be built into the curriculum to educate all children on acceptable behaviours.

It is important that school take into consideration the following when deciding on the appropriate consequences:

- Age and development stage of the alleged perpetrator(s).
- The nature and frequency of the alleged incident.
- How to balance the sanction alongside the need for further education or safeguarding support.

### Peer on Peer Abuse

Again, staff are kept up to date with recent research and legislation. Staff all understand the importance of challenging inappropriate behaviours between peers. Peer on Peer Abuse is dealt with in a similar way to sexual abuse/harassment. We deal with each incident on an individual basis, whilst firmly believing that education is crucial to ensure children develop an understanding of what is acceptable and unacceptable behaviour and its impact on others. All incidents are recorded and categorised in our online behaviour system. Parents/Carers will be informed of incidents. Incidents are also reported to Governors and if needed to Social Services or Merseyside Police.

Peer on Peer abuse can include bullying (including cyberbullying, prejudice based and discriminatory bullying). As a school, these are taken seriously, and we have included opportunities within our curriculum (PSHE, online safety) and assemblies, to educate children to gain an understanding of what is acceptable and unacceptable behaviour. We continue to challenge these behaviours to ensure we have a safe environment and culture for all our children. Again, these will be dealt with on an individual basis, but within our behaviour policy bullying is classed as one of our red behaviours when confirmed after investigation and if further systems need to be implemented, then this will be agreed by SLT.

### Behaviour Incident Recording

All staff have a responsibility to record behaviour on CPOMs/Arbor where it is deemed that is required. If a sanction has been given, then the incident will be recorded but staff may feel some lower level behaviours are also worth recording (especially if behaviour patterns are emerging). Any records should be completed accurately and provide clear and factual reports of the events. Any incidents should be recorded in a timely manner (ideally before leaving at the end of the day) and ensure that key member of the SLT is alerted if needed. All red behaviour incidents will be recorded in the Red Behaviour Book, which is kept with SLT. A member of SLT will be available during lunchtimes as well for any red behaviour incidents.

## 7. Individual Behaviour Plans

For children, where repeated behaviour continues even after restorative work has been completed and initial support steps, then a discussion with the Inclusion Manager needs to be organised and if agreed, an Individual Behaviour Plan will be developed. This plan should have the involvement of the child and parents and targets will be agreed which



the child will work on. The child needs to be clear on what the expectation is and the strategies that have been put in place to support the child to achieve the appropriate behaviour. (*Appendix 5*)

## 8. Exclusions

The decision on Exclusion will also be made in conjunction with the Oak Trees MAT Exclusion Policy (2020).

### Principles

Exclusion is a sanction used by the Trust and its schools only in cases deemed as serious breaches of a School Behaviour Policy. A pupil may be at risk of exclusion from school for:

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other pupils' learning;
- Extreme misbehaviour, which is deemed outside the remit of the normal range of sanctions.

A Fixed Term Exclusion from a school within the Trust can only be authorised by the Head Teacher. If none is available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

In the case of a Permanent Exclusion, this can only be authorised by the Head Teacher and must only be done after consulting the Chief Executive Officer and the Chair of the Local Governing Body of the intention to impose this sanction, although the final decision rests with the Head Teacher of the school. If the Chair of the Local Governing Body is on the Local Governing Body appeals panel, then the Vice Chair of Governors would need to be informed as otherwise the Chair would not be able to sit on the panel due to them having extensive knowledge of the case.

### Notification of an Exclusion

Parents will be notified as soon as possible of the decision to exclude a pupil and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day. The notification letter covers issues such as the right to make representation, pupil not to be seen in public place and details of any work provision.

In the case of a Permanent Exclusion, parents will be notified by the Head Teacher in a face-to-face meeting.

A pupil who has been excluded will have the reason for his/her exclusion explained to them by a member of staff, which should be the Head Teacher.

The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies. Should it be decided, for whatever reason, the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

The Chair of the Local Governing Body and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion. The Head Teacher will report termly to Governors on exclusions. The CEO reports exclusion data termly to the Board of Trustees via the Trust Dashboard.

#### 9. Conduct Outside the School Gates

Teachers have the right to discipline misbehaving pupils outside the school premises to an extent that is deemed reasonable. This may include:

- taking part in school visits and trips ;
- wearing school uniform;
- In some other way identifiable as and representative of our school.

#### 10. Confiscation of Inappropriate Items

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable. A member of staff also has the power to confiscate property that may be deemed as inappropriate or a danger to other members of the school community.

#### 11. Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff will be appropriately trained to ensure the health and safety of all involved in the unlikely event of the use of reasonable force.

#### 12. Power to Search Without Consent

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Head teacher or Assistant Head teacher, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

#### 13. Monitoring and Review

This policy will be monitored through staff discussions, analysis of rewards and sanctions records and other relevant information. The policy will be formally reviewed on an annual basis or in the light of any relevant legislative changes or updated guidance.

This policy will be used in conjunction with the Child Protection Policy, MAT Anti-Bullying Policy, and Public Sector Equalities Duty Statement.

Appendix 1



## The Stanton Road Way

<p><u>3 Adult Behaviours</u></p> <ol style="list-style-type: none"> <li>1. Smile</li> <li>2. Notice</li> <li>3. 'Poker Face'</li> </ol>	<p><u>Language</u></p> <ol style="list-style-type: none"> <li>1. Ready, Respectful, Safe</li> <li>2. I've noticed ...</li> <li>3. Distressed</li> </ol>
<p><u>Over and Above</u></p> <ol style="list-style-type: none"> <li>1. Recognition Board</li> <li>2. Phone calls home</li> <li>3. Positive notes/letters</li> </ol>	<p><u>3 School Rules</u></p> <ol style="list-style-type: none"> <li>1. Ready</li> <li>2. Respectful</li> <li>3. Safe</li> </ol>
<p><u>Restorative Conversations</u></p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. How did this make you/other feel?</li> <li>3. What can we do to put things</li> </ol>	<p><u>Scripted Intervention</u></p> <ol style="list-style-type: none"> <li>1. Classroom support plan – Traffic Light Plan</li> <li>2. 30 second script</li> <li>3. no reaction to</li> </ol>

right?

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behaviour

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Appendix 2



Traffic Light Classroom Plan



	Steps	Actions
1.	Reminders	<p>A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A repeat reminder of our three simple rules – Ready, Respectful, Safe.</p> <p>Repeat reminders if necessary, de-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Praise will be given if the learner is able to model good behaviour because of the reminder.</p>
2.	Last Chance	<p>A verbal caution is delivered privately, if possible, making the pupil be aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase – 'Think carefully about your next step'. Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.</p>
3.	Time Out	<p>If the pupil still does not engage, use the 30-second script. Attach, 'stay behind two minutes after class to this step. These two minutes cannot be removed or reduced.</p>
4.	Cool off	<p>This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in the classroom or a quiet space outside the classroom.</p>
5.	Restorative Conversation	<p>5 minutes after class for restorative conversation/10 minutes in reflection time. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete (Pay It Back Time).</p>
6.	Support Step	<p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from Band Leaders, Senior Leaders or another class teacher. This will be specified on a Personalised Relationships Plan children identified with behaviour as an additional support need.</p>

Red Behaviours

<ul style="list-style-type: none"> <li>• Swearing,</li> <li>• Physical,</li> <li>• Discriminative comments</li> </ul>	<ul style="list-style-type: none"> <li>• Member of staff investigates to confirm the behaviour has occurred.</li> <li>• Member of SLT is told that the child will be joining them for playtime/lunchtime.</li> </ul>
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<ul style="list-style-type: none"> <li>• Confirmed bullying</li> </ul>	<ul style="list-style-type: none"> <li>• If required, child removed from the classroom/playground at the time of the incident.</li> <li>• Next playtime/lunchtime is missed as consequence or following morning playtime if in afternoon.</li> <li>• Phone call is made home to inform parent/care of behaviour.</li> <li>• Behaviour is recorded in the Red Behaviour Book.</li> </ul>
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### Appendix 3



#### 30-second script

This is the intervention to use when the child has got to the last chance and continues to make the wrong choice. Key points to use:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next. If there are comments as you walk away write them down and follow up later.
- Attach 'stay behind two minutes after class. These two minutes cannot be removed or reduced.

*We need to resist endless discussions around behaviour and spend our energy returning learners to their learning.*

Key phrases to be used during the 30-second script. We need to keep to this script for consistency across school and for children.

*'I noticed you are....' (wandering around the classroom chatting)*

*'You are not showing our school values/rules...'* (respect)

*'You have chosen to ...'* (stay behind at playtime to catch up with work)

*'Do you remember when you...'* (finished all your writing)

*This is what I need to see today. Thank you (for listening)*

## Appendix 4

Restorative Conversations

These can be 5-10 minute meeting with the child. It may take the form of a quick chat or could be a more formal restorative conversation. During this, a discussion will take place around the behaviour using key questions:

- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?

This conversation will give the child opportunity to think about their behaviour and its effect on themselves and others. During this conversation, the teacher may decide on a logical, appropriate consequence for the behaviour. For example, if learning time has been lost then they may need to spend time catching up on the missed work at lunchtime/at home.

## Appendix 5

Support Step

If restorative conversations are unsuccessful or the behaviour is more serious; For example, aggressive or threatening behaviour then further support will be required. The support step may be from a Band Leader or Senior Leader. This will be specified on a Personalised Plan for the child. At this point, any additional support may be discussed. Parents may also be included during this stage. During this stage, similar to a restorative conversation but the discussion will focus more on developing a plan with the child on how we can work to improve the behaviour. This can include looking at triggers and how we can reduce these. A linked adult can be placed with the child to follow up and support. Consequences will be agreed and made clear if these behaviours were to continue. By the end of the meeting, the action plan is agreed with the adult and child and parents are notified if not at the meeting.