



## Rainford Brook Lodge Primary School

### Behaviour for Learning Policy

Last review date		Summer 1	2025
Next review date		Summer 1	2026
Signed		Name	
Position		Date	
Governor ratification			
Signed		Name	
Position		Date	

# Rainford Brook Lodge Primary School

## Behaviour for Learning Policy

At Brook Lodge we want **MAGIC** children. This is children who are: **Motivated, Aspirational, Growing in Independence and Confidence**

The implementation of our Behaviour for Learning policy is important in providing a conducive environment for this to occur.

### We aim to provide an environment that:

- Enables learning for all within our community
- Ensures respect and empathy for others and acceptance of differences
- Encourages cooperation and collaborative working to give children a feeling of belonging
- Encourages independence in their learning
- Ensures children have self- discipline and take responsibility for their actions
- Ensures all pupils and all adults feel safe, valued and cared for

### To achieve this we will:

- Create a positive, calm and purposeful environment
- Provide a curriculum that is relevant, challenging and inspiring
- Ensure all staff have an understanding and acceptance of the needs of all children
- Have a shared understanding of procedures in this policy and apply them consistently
- Ensure that teaching and modelling of personal, social and emotional development is a core element of all lessons and activities, and the whole curriculum
- Effectively communicate with children, staff, parents and Governors our high expectations for learning and behaviours
- Work in partnership with multi-agencies

### Policy Background

What the law says says:

The proprietor of an academy or independent school must ensure that a written policy to promote good behaviour among pupils is drawn up and implemented effectively. The behaviour policy must also set out the disciplinary sanctions. The proprietor must also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying is prevented, as far as is reasonably practicable. Promote good behaviour, self-discipline and respect;

\*Education (Independent School Standards)(England) Regulations 2014

As behaviours may be an indicator of safeguarding concerns, reference will be made to the Safeguarding and Child Protection policy where needed.

\* Sept '22 - DfE Guidance: Behaviour in Schools. Advice for Headteachers and School Staff

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- The Human Rights Act 1998

- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

### **School Leadership**

Effective leadership in school is central to creating a climate of security and good order that supports behaviour for learning. The Headteacher and governors have a critical role in identifying and developing values and expectations that are shared by pupils, parents and staff. All members of the school leadership team have a responsibility to 'lead by example' modelling the behaviour and social skills they want pupils and staff to use.

Leadership to support behaviour for learning must be shared across the whole staff, including senior leaders, classroom teachers and support staff.

Parents have a responsibility to support the high expectations of the school.

Governors play a pivotal role by monitoring, reviewing and supporting the policies they have adopted. This policy will be reviewed annually.

### Positive Learning Behaviours:

<b>We expect children to:</b>	<b>We will promote positive learning behaviours by</b>
<ul style="list-style-type: none"><li>• Actively engage in their learning by <b>listening, questioning, responding and thinking</b></li><li>• Respect and respond positively to both written and verbal feedback</li><li>• Respond to suggestions about how to improve and develop</li><li>• Work with other pupils cooperatively and respect different opinions</li><li>• Always communicate with other pupils and adults in a respectful way</li><li>• Work independently where appropriate</li></ul>	<ul style="list-style-type: none"><li>• Modelling and teaching throughout the whole curriculum the required learning behaviours in whole class teaching and group sessions</li><li>• Recognising and rewarding positive learning behaviours using Growth Mindset language</li><li>• Using PSHE themes to explore behaviour for learning</li><li>• Modelling and teaching pupils positive ways to deal with differences of opinion or conflict</li><li>• Encourage pupils to be polite and assertive in responding to other pupils</li></ul>

### Behaviour stopping Learning

**We have identified these as examples of behaviour that stops learning:**

**A pupil:**

- Not focussing on task
- Taking too long to begin a task
- Inappropriately calling out
- Disrupting or hurting (physically or emotionally) other children or school equipment/furniture
- Bringing negative playground discussion/issues into the classroom
- Disrupting the teaching flow with inappropriate questions or information
- Not having the correct equipment

**We recognise that:**

- There are always reasons behind why a child is unable to learn effectively and display behaviour that is stopping learning
- Behaviours that stop learning for an individual also stop the learning for other pupils
- All pupils need to make the best learning progress and these behaviours are not acceptable
- The needs of pupils are all different
- Additional support may be required from other agencies

## **Rewards and Consequences**

### **We will recognise and reward behaviour that meets our expectations for our school by:**

- Verbal and non-verbal praise
- Written praise in marking and feedback
- Certificates in Celebration assembly
- Use of 'Dojos'
- Informing senior members of staff about their positive behaviour with the child present
- Informing parents about their positive behaviour
- Use of dojos - points will be recorded in class weekly and each half term, the team with the most points will have a non-uniform day. These teams will also be used in intra school sporting activities. House points to be given up to a maximum of 3 at any one time to ensure consistency.
- Child in each class with the most dojos will be rewarded with drink and biscuits in HT room on a Wednesday pm
- All children who do not receive a 'red card' will take part in an end of half-term class treat

### **If this behaviour is not met the following procedures will be followed**

1. Recognise and reward positive learning behaviours in others
2. Use non-verbal and verbal cues to outline the behaviour they need to change and the way they can do that
3. The child will receive a formal verbal warning (name will be put on the board)
4. 5 - 10 minute time out to reflect on their actions. This will take place outside the classroom or in another classroom depending on the child and staff provision to supervise.
5. Yellow card issued - appropriate personalised sanction will be administered (see possible consequences). Three yellow cards in a half term will result in them missing their half-term treat. Parents will be informed
6. A red card will be issued. They will be sent to the Headteacher or Senior teacher. Parents will be informed and further sanctions may be applied. The child will automatically be stopped from taking part in the half-term treat.

\*all yellow and red cards issued will be recorded on cPoms

\*all warnings (not yellow or red cards) are 'wiped clean' at the end of the lesson and start afresh the following lesson

\*for more serious behaviour where children and or property may be hurt or damaged, the member of staff will ensure that the child/children involved are safe from harm before sanctions are discussed. These, more extreme, behaviours may well result in an immediate red card and possible interventions or exclusions. Parents will always be informed.

The following are a list of possible consequences that may be applied. This is not an exhaustive list and there may be other sanctions as deemed appropriate by the staff. Staff will apply these with due regard to the particular behaviour that has been sanctioned and the child in question so that the sanction is personalised, fair and effective.

- Time out from play-time
- Removal of whole play-time
- Move to a different classroom to work
- Work individually in the classroom
- Finish or re - do classroom tasks in their own time
- Hold the hand of a member of staff during play-time (EYFS KS1 children only)
- Removal of privileges such as playing on equipment on playground or football etc
- Banned from extra-curricular clubs/competitions (clubs paid for in advance must be with the permission of the parents)
- Writing of letter to apologise
- Be taken to be spoken to by senior members of staff
- Tidying up (where their behaviour has caused mess)

#### **Behaviour Around the School**

<b>We expect pupils to share responsibility for our school by:</b>	<b>If these expectations are not met we will</b>
<ul style="list-style-type: none"> <li>• Walking quietly around the school</li> <li>• Adhering to our uniform policy (see Appendix A)</li> <li>• Be responsible for belongings and ensure they are prepared for learning</li> <li>• Respecting the school community by keeping it tidy</li> <li>• Showing respect to other pupils and adults by responding politely</li> <li>• Contributing to the supportive ethos of our school</li> <li>• Not physically or verbally hurting others</li> <li>• Be responsible for good hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Give a reminder, positively phrased, about what is expected</li> <li>• Give a personalised consequence relevant and proportional to the pupil's action (see consequences)</li> <li>• Inform teacher if not present</li> <li>• Inform Headteacher or Senior member of staff for more serious breaches of behaviour</li> <li>• Provide structured playtimes to support pupils who do not meet these expectations at playtimes</li> </ul>

#### **Promoting Positive Behaviour in our Early Years**

<b>We expect children to:</b>	<b>We will promote and support children with these expectations by:</b>
<ul style="list-style-type: none"> <li>• Play cooperatively, learning to take turns and share</li> <li>• Build positive relationships with adults and other children</li> <li>• Listen to and follow instructions given by adults</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling, recognising, praising and rewarding</li> <li>• Teaching and modelling routines and expectations</li> <li>• Use stories and songs to support teaching and modelling of expectations</li> </ul>

<ul style="list-style-type: none"> <li>• Learn to recognise and take responsibility for their own feelings and behaviour</li> <li>• Learn to develop independent hygiene skills</li> </ul>	<ul style="list-style-type: none"> <li>• Provide prompts and reminders - visual and verbal - and gradually reduce these prompts</li> <li>• Regularly review provision resources and activities to ensure children are supported to achieve expectations</li> </ul>
<p>If these expectations are continuously not met we will give personalised consequences that are appropriate to a child's level of development.</p> <p>These include:</p>	
<ul style="list-style-type: none"> <li>• Staff redirecting play</li> <li>• Encourage child to make amends and comfort if they have hurt another child</li> <li>• Ensure the child recognises the inappropriate actions</li> <li>• Give a clear warning of what consequence will happen if they continue with the behaviour</li> <li>• Redirect child from situation to sit in a quiet area. Return after a few minutes to discuss actions and remind what behaviour expectations are</li> <li>• Identify any patterns in space or activity where a child might repeatedly exhibit certain actions - make changes to support the child</li> </ul>	
<p>If a child has a pattern of behaviour that causes concern then:</p> <ul style="list-style-type: none"> <li>• Parents will be informed</li> <li>• Referral for support from appropriate agencies</li> <li>• Individual Behaviour plan established</li> </ul>	

### **Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self control have been exhausted.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010. All incidents of positive handling are recorded.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact. At all times where physical contact is required then Team Teach training techniques will be used by trained staff unless the situation is such that there is no trained staff member available quickly enough to resolve the situation and there is an imminent need to care and control a pupil for reasons outlined below

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence

- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities. Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled.

Force will never be used as a punishment.

### **Exclusions**

Exclusions should always be the last resort after all possible support has been put in place for a pupil. We will work closely with appropriate agencies and parents to meet the needs of any individual at risk of exclusion.

Only the headteacher can exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods not exceeding 45 school days in one year.

The headteacher will inform the parents, Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. We will inform the Governing body of any exclusions in termly full governing body meetings.

### **Fixed Term Exclusions**

A decision to exclude a pupil for a fixed period should be taken only in response to:

- Breaches of the School Behaviour policy where lesser sanctions are inappropriate
- Persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are deemed inappropriate.
- Behaviour outside school, a headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining a link among the pupil body as a whole. Only the headteacher, or the teacher in charge in their absence, can exclude a pupil.

If the headteacher excludes a child, parents and the Local Authority are informed immediately, giving reasons for the exclusion (Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or Virtual School Head, as applicable.)

At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.



For a fixed term exclusion a return to school meeting is arranged for the pupil, parent/carers and the school.

If the exclusion fails to bring about an improvement in the pupils behaviour, the Headteacher may consult the Local Authority - Exclusions & Admissions Department, with a view to assisting the child in a move to a more suitable school.

### **Permanent Exclusions**

A decision to exclude permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

*We are guided by 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*

*Guidance for maintained schools, academies, and pupil referral units in England August 2024*

### **Equality**

Rainford Brook Lodge expects that all members of the community apply this policy consistently, fairly and without prejudice to all pupils in our community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because their: sex; race; disability, religion or belief; sexual orientation; or because of gender reassignment. For children with additional needs, this includes a duty to make reasonable adjustment to policies and practices.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis through lesson observations and learning walks carried out by the Head or members of the Senior Leadership Team; through discussions with staff both formally in staff briefings and informally; The school records incidents of disruptive behaviour to monitor for patterns of incidences; to inform the Governing body; to establish recorded behaviour in case of further sanctions required.

Logs kept:

Behaviour Log on cPoms - for serious playtime and classroom incidents and/or for children awarded a yellow or red card - kept by all staff.

Exclusions Record - Kept by the headteacher

Bullying and prejudice related incidents including sexual abuse - kept by headteacher

Records will also be kept if a child is on an IBP or working with other outside agencies where behaviour is a factor that needs recording

**Sharing of this Policy**

- This policy will be shared annually in September with pupils, parents, staff and volunteers on the website and via Parent Apps
- New Parents and Pupils on admission
- This policy is part of induction for all staff and volunteers
- This policy will be available on the school website and at the school office