



Rowley Park Academy

Behaviour for Learning Policy

As part of Victoria academies, we believe we should be values-driven where leadership at all levels has a strong moral purpose. We believe in five simple core values that underpin all that we do. Our values were created by pupils across Victoria Trust and shared with everyone. The school talks about values regularly and how these are reflected in children's behaviour.

- Loyalty by Focus on family
- Insist on Excellence
- Do good as you go
- Embrace Innovation
- Seize Success

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.

We aim to provide care and support for our children and guide them to learn how to manage their behaviour appropriately. We give children choices and make it clear as to the consequences of the choices they make. We believe that children have rights and responsibilities - the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other, however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Positive Reinforcement and Rewards

Curriculum

At Rowley Park we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour.

School encourages systems and routines to keep well-ordered classrooms (for further details see the staff handbook).

Class rules

At the beginning of every academic school year, each class create their own set of class rules that is displayed and embraced by adults and children. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

Peaceful places

Each class has a peaceful place. This is a place where children can go to take 'time out' in a positive way.

Peaceful places are also used to encourage children to reflect upon their actions. Timers may be used if appropriate or necessary to limit the time spent in the peaceful place. (These should not be used as an option by children to avoid work or an awkward situation — in these cases a timer must be used.)

Responsibility

We believe that responsibility builds character and sets. Children are given roles and responsibility in class and around school in a variety of ways ranging from being members of school leadership groups to classroom responsibilities and taking care of the learning environment.

The values and school rules are reinforced by the adults in school by (see appendix 1):

- Modelling behaviour and expectations
- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action, e.g – given rewards in the form of dojo points, stickers and certificates (celebration and FIDES) to praise effort, behaviour and achievement.

Inappropriate Behaviour

At Rowley Park we will not tolerate behaviour which impacts on other people's learning and /or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

In each class the teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs. When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands/behaviours.

The systems we follow are:

In the classroom:

1. Pre-emptive Strategy - Begin with a reminder on what is expected/proximity praise/peaceful place - giving the child the opportunity to put it right.
2. Miss part of break and/or lunchtime (class teacher to supervise break/phase leaders lunchtimes)
3. Removal to phase leaders or agreed partner class (if phase leader is the class teacher) for a set amount of time with work to complete — class teacher to inform parents
4. Sent to Deputy headteacher / Headteacher — parents informed by HT/DHT with a phone call.

On the Playground:

1. Pre-emptive Strategy - Begin with a reminder on what is expected/proximity praise/children choose to take a time out - giving the child the opportunity to put it right.
2. Children asked to sit in 'The Thinking Zone' for 5/10minutes
3. If behaviour continues, child is sent to the SLT member on duty. (This step would be for continual behaviour, refusal to follow instruction/rudeness, physical behaviour, use of inappropriate language – homophobic, racial, swearing)

The above model may not be suitable in all occasions; for instance where a child is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve Head of School / Deputy Headteacher immediately.

A behaviour log must be completed and handed in to the phase leader. Incidents are to be recorded and filed in the Behaviour Incidents folder.

Behaviour Plans and Exclusions.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then an Individual Behaviour Plan may be drawn up and the following actions may occur.

- Discussion between teacher/child/parent - agreeing on targets for behaviour
- Seclusion in school
- Child excluded from lunchtimes (If lunchtime related)
- Child reduced to a part time timetable
- Fixed term exclusion

- Permanent exclusion

It can only be the decision of the Executive Headteacher or/and Head of School to seclude or exclude a child or reduce a pupil's timetable.

Exclusions

Incidents of extreme behaviour and severe breaches of the behaviour policy can lead to a fixed term or permanent exclusion.

Examples include:

- Intended assault (verbal or physical) on an adult
- Intended assault (verbal or physical) on a child
- Racist, sexualised or homophobic actions or language
- Bringing drugs, weapons or other inappropriate objects on site
- Intended serious damage to property

There are three types of exclusion that the school can sanction:

- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion

Lunchtime Exclusion: Pupils whose behaviour at lunchtime is disruptive may be excluded from the school site for the duration of the lunchtime period for a fixed length of time. They should be collected, supervised at returned to school for the afternoon session by an adult.

Fixed Term Exclusion: For continued disruptive behaviour, or a serious breach of policy (which are not serious enough to warrant a permanent exclusion), an exclusion of a fixed number of days, for the shortest time necessary will be given.

Permanent Exclusion: This decision can only be taken by the Head of School (with agreement of the Executive Head Teacher).

A decision to permanently exclude will only be taken:

- (i) In response to a serious breach of the school behaviour policy and
- (ii) If allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school

A reduced timetable can be negotiated with parents to try to avoid a permanent exclusion.

It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Community Paediatrician and the Pupil Referral Service throughout the above processes.

In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. (Please refer to Positive Handling Policy.) If while doing this, a member of staff or pupil is physically hurt, they need to record the incident using the appropriate form and then inform the Head of School/Executive Headteacher so they can take necessary action.

Expectations at Rowlev Park

Uniform

All children will be encouraged to wear school uniform consisting of:

White shirt/polo shirt or blouse

Purple jumper /Tie

Black or grey trousers skirt or dress

Black or Dark grey school shoes — shoes should be suitable for school and the age of the child wearing them. (Velcro not laces for younger children, no heels or thong sandals)

Purple checked dress in summer

PE Kit

White t-shirt

Black or purple shorts

Trainers or plimsolls

Tracksuit for colder weather

NO football tops, clothing with big logos or tops without sleeves

Children will be encouraged to tuck shirts in, especially if they are tailed shirts.

Children will be encouraged to make sure their uniform is clean and presentable — spare clothes may be issued if needed. Persistent problems with 'dirty' clothes should be noted in the class diary. Jumpers and cardigans to be worn correctly; not off the shoulders or tied around waist

Appendix 1.

Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour:

- At all times your behaviour will have a big impact on how the children will respond to you and others.
- We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry.
- We are always respectful of others; never belittle, humiliate or deliberately embarrass children.
 - Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.
- If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation.
- Use Physical intervention only as a last resort.
- Don't greet a child's anger with your own, be calm and rational
- When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.
- Early warning signs that a child may have an outburst — physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adult's reaction will have huge consequences on the child — do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class, time in the peaceful place etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards which can be associated with poor behaviour.

| Hierarchy of consequences | |
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| Non verbal messages | 'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips. |
| Tactical or planned ignoring | The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time. |
| Description of reality | A simple statement of fact. Simply describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then. |
| Simple direction | Clear statement of the required behaviour Jane, turn around thank you. James give Tom his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it. |
| Rule reminder | Restate the relevant rule — 'Scott our rule is that we put our hands up to answer.' 'Amy remember the rule about lining up'. Refer to the displayed classroom rules when appropriate. |

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| Question and feedback | Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour. |
| Blocking/Assertive statement | Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or if there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down' |
| Choices and Consequences | Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.' |
| Exit Procedures | On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom. |