



Richmond Hill Primary Academy
Behaviour For Learning Policy
2016



Richmond Hill Primary Academy Behaviour For Learning Policy

Aims and Expectations

- To support the overall aims of the school
- To create a safe, caring and positive learning environment for pupils and staff
- To provide a clear code of conduct for the use of all at RHPS
- To enable each child to take responsibility for their own actions
- To support children through help and encouragement
- To enable the school to identify and celebrate outstanding behaviour
- To minimise low level disruption
- To support children with specific behaviour problems

At Richmond Hill Primary Academy we strive to create an environment where self-esteem is promoted and all children feel safe and respected. We aim to be a school where good behaviour is encouraged and reinforced, where children can become responsible, honest and increasingly independent members of our community.

We believe this can be achieved by establishing a partnership between children, parents, staff and Directors, working together for the benefit of the child, encouraging a positive environment built on mutual trust and respect for all.

We believe that all members of the school have a right to work in an environment where they feel happy and safe and are able to work to the best of their ability. The school expects considerate behaviour towards others and provides and promotes guidelines for positive behaviour to be followed in order to achieve this. This includes the conduct of parents as laid out in The Community Code of Conduct.

Our whole school approach ensures that all children are treated fairly and that the behaviour strategy is applied consistently.

Philosophy

We recognise and value the importance of good behaviour. Behaviour that enables all children to teach, teachers to teach, in a safe environment. In order to achieve this we believe that **everyone** is responsible for working together to create a positive and consistent approach. Pupils have been consulted in depth when creating this policy. The importance of 'fairness' was emphasised by them and underpins the philosophy of the policy.

The policy is a working document and therefore will be monitored, reviewed and updated as appropriate. We involve pupils, staff, Directors and parents in its review. We welcome feedback and discussion.



Developing Good Relationships

Our ability to behave and learn well is effected by how we feel about ourselves and our self-esteem. Our feelings of worth, or self-esteem, develop from relationships with each other. Children will model themselves on adults in the school; therefore it is vital that we are aware of the need to build up quality working, adult to adult alongside adult to child relationships to set the best possible example to children. All working adults need to ensure they

- Smile, show warmth
- Know the name of the person we are communicating with-and use it
- Listen carefully
- Give positive attention
- Show basic courtesies
- Ask questions gently
- Make sure we don't interrupt
- Ensure that we don't 'put down' the other person
- Be spontaneous and honest
- Share feelings
- Take action where necessary
- Be seen to be fair

Promoting Positive Behaviour - Our School Ethos

At Richmond Hill Academy we like to work alongside parents to encourage our children to develop as fully as they can.

We want to help our children to:

- Grow socially
- Grow personally
- Grow academically

Our expectations for school life are set out and agreed by pupils, teachers and parents in our Home / School Agreement, sent home for all parties to read and sign at the start of school year.

We are particularly concerned with good, or 'positive', behaviour. We believe that this good behaviour needs to be carefully developed and celebrated. It is too important to be left to chance. We aim to teach the necessary social skills needed to work successfully with others and use PSHE lessons to develop the kinds of attitudes and values, which will support them as future members of the adult community.

We aim to ensure the following factors are in place to encourage good behaviour in school.

- Supportive leadership of the school



- Clear aims and expectations of acceptable behaviour and an agreed policy which all staff support
- Quality relationships and mutual respect between staff and pupils, and between members of staff
- A clear example and high standards set by all adults in the school
- Expectations of the teachers that pupils will work hard and have high standards of behaviour
- A quality curriculum and teaching methods that are well matched to pupil needs
- Maturity and self-esteem are nurtured
- A lively and stimulating school environment, in which pupils are encouraged to care for their school and value it.
- A balance between rewards and sanctions with the **emphasis** on rewards and praise, rather than punishment
- Parental involvement and liaison with any issues identified -good home / school relationships are essential in establishing a positive attitude towards good behaviour and in the long term, self-discipline
- Support and involvement of the Directors and outside agencies if needed
- Celebrate weekly the aspects of school life which are celebrated in our prize night.

In short, we ask for and expect sensible, positive behaviour with any disruption to learning and school life addressed, including low level disruption.

Why is low level disruption focused upon in our policy?

Children lose up to an hour of learning each day in schools across England because of low level disruption, Ofsted's chief inspector has warned. What is Low Level Disruption? - Evidence from nearly 3,000 inspections of state-funded schools, together with parent and teacher surveys, has found that behaviour like pupils making silly comments to get attention, swinging on chairs, passing notes around, quietly humming and petty interruptions was having a noticeable impact on children's ability to learn. "While the days of chaos in the classroom are thankfully largely behind us, low-level disruption in class is preventing too many teachers from doing their jobs and depriving too many young people of the education they deserve," Sir Michael Wilshaw.

Low level disruption can be as negative to learners as disruptive behaviour and as such is not tolerated and is tracked in school as a negative behaviour.

Promoting Positive Behaviour throughout our School

To encourage positive behaviour, everyone at Richmond Hill Primary Academy has agreed to:



- Recognise and highlight good behaviour as it occurs
- Ensure that ALL children are praised for behaving well
- Ensure that any criticism is tactful and constructive
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Reward individuals and groups of children for behaving well

We believe that good behaviour should be recognised through rewards, which should preferably be positive, verbal and instant. Good behaviour should be praised and always pointed out to peers as an example of what is good and acceptable. Such rewards and privileges will include:

- House Points, Principal Awards in Bronze, Silver and Gold, which are acknowledged in reports. House points are seen to benefit individuals and everyone else in your house collectively. The winning house each half term collectively earns a special treat.
- Perfect Purple behaviour at the end of each week for those pupils who have demonstrated outstanding behaviour all week, which is communicated home weekly.
- Information home through the pupil diary or through e-mail.
- Stamps, stickers, smiley faces, badges and other class or year group specific rewards.
- Special Rewards eg Prize Bingo for those pupils who have accrued outstanding behaviour.
- 'Star of the Week'
- Reader Leaders (Key Stage specific)
- Certificates home
- House points
- 'Celebrations' assemblies
- Annual Awards Night which reflects the areas celebrated on a weekly basis in celebrations assembly.
- Behaviour coaching reports
- Treats for pupils which are age appropriate at school's discretion for those pupils who are deemed as showing 'Good' or 'Outstanding Behaviour'
- Celebratory Behaviour Newsletters

Our "Golden Rules"

The following rules are introduced as children join our school and are important to establish good relationships between children and adults in school. These "Golden Rules" are displayed in the foyer and in each classroom and are frequently referred to, reinforcing our school ethos. All children and parents are asked to sign our Home / School Agreement to encourage support for our rules.



We feel that these rules reflect our high expectations and positive working ethos throughout the school.

- **Collaboration (work together as part of a team)**
- **Aspiration (Set yourselves high goals)**
- **Resilience (Keep trying)**
- **Endeavour (Seek to be better)**

Our behaviour policy is focused on the knowledge that behaviour across school is better than good. We want to catch pupils being good and to that end we accentuate the positive. Behaviour is of critical importance.

"It is essential that all schools have the highest expectations of pupils' behaviour, including the tackling of low-level disruption, making sure that pupils' conduct and attitude to learning are good or better." Sir Michael Wilshaw, H.M.I. Chief Inspector.

It is for this reason that our policy focuses on ensuring that we maintain behaviour across school as better than good.

Every child's behaviour is tracked and charted...

Surname	Forename	D.O.B.	M/F	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	wk7	wk8	Accumulative
Blogs	Joe	27/06/2005	M	100.00	96.00	100.00	100.00	88.00	100.00			97.33
Lockett	Lucy	14/02/2005	F	96.67	90.00	100.00	100.00	100.00	100.00			97.78
Mouse	Mickey	11/11/2004	M	100.00	100.00	100.00	100.00	100.00	100.00			100.00
Mouse	Minnie	23/03/2005	F	100.00	100.00	100.00	100.00	100.00	100.00			100.00
Oil	Olive	17/10/2004	F	100.00	96.00	100.00	98.00	100.00	100.00			99.00
Poppins	Mary	13/09/2004	F	100.00	100.00	100.00	100.00	100.00	100.00			100.00
White	Snow	1809/2004	F	100.00	100.00	100.00	100.00	100.00	100.00			100.00

The expectation is for a pupil's behaviour to remain above 90%. The exception to this are the Ambassadors and Student Council, whom we have agreed should demonstrate exemplar behaviour of better than school average.



The Ambassadors, School Council as well as a group of interested parents have been consulted about the successes of the Behaviour Policy in term 1. Their views have been critical in the development of this newest version of the Behaviour for Learning Policy and we thank them for their time, honesty and commitment to ensuring that the Academy's policy is seen as fair, equitable and establishes high expectations for all staff and pupils working in our school environment.



Richmond Hill Primary Academy Behaviour Flow Chart

The school uses a sliding scale from 10-1 to chart the behaviour of each child during the day. Each child starts the day on Perfect Purple 10. If any low level behaviour occurs, children will receive the correct amount of age appropriate verbal warnings. If this behaviour continues, they will be moved down the scale. Guidelines on this are clear and are attached for your information. At the end of each day every child is aware of their behaviour score.

School staff may use their discretion to move a pupil more than one space depending on the nature or seriousness of their behaviour.



Outstanding Behaviour

Your child will be tracked daily and given a score for their behaviour each day. The aim is that pupils stay in the 'Purple' zone as this is five star outstanding behaviour. Pupils who stay in this zone all week will receive 5 merits at the end of the week. 100% outstanding behaviour is rewarded and celebrated in a unique way.

100%

Good Behaviour

Good Behaviour is in the '10-9' zone. Two warnings can be issued before a pupil is moved to 9 at the teacher's discretion.

99% - 90%

Amber Behaviour which Requires Improvement

This is usually cumulative low-level behaviour that builds over time with the '8-7' zone. This is an indicator that your child should improve their behaviour.

Children's behaviour is now tracked on a 'Back on Track Target Book.' This allows children to be monitored more highly as children need to report to the Inclusion Manager each day and a target is given to improve behaviour. Behaviour is tracked for 3 weeks in this way- if children are not back in the green zone within this time then individual cases are taken to Panel to decide if children need to go off the tracker onto an individual one. The class teacher and Inclusion Manager will meet to decide what they feel is an appropriate sanction.

89% - 70%

Alert to Parents

A phone call to parents is made as this stage to state that the child's behaviour is going to be taken and discussed by the Panel to decide if they are taken off of the school's behaviour tracker.

Inadequate Behaviour

If a child displays red behaviour, the class teacher and Inclusions Manager will meet to decide on an appropriate sanction and behaviours will be discussed with the child. Children who are displaying red behaviour consistently are taken off of the school's behaviour tracker and have a 'Pupil Individual Tracker' issued to them. Children in red have priviledges taken off of them, e.g. do not attend school trips or school discos if SLT feel this is necessary. Children are issued with a 'One Page Profile' and individual 'Rewards and Target Sheet' and given in school support from the Inclusion Mentor. If red behaviour persists outreach support may be sought from other agencies (see next page for more information.)



Weekly Behaviour Tracker

Different behaviours warrant children being in the Purple zone '10,' green zone '9,' amber zone '8-7' and red zone '6-1.' Good behaviours being deemed green and outstanding behaviour being deemed purple.

We assume that pupils behaviour is good or above and we therefore want to catch that good behaviour in order to raise their self-esteem by tracking this behaviour.

Children's behaviour against the sliding scale will be tracked daily, with staff recording which number each child finishes on at the end of the day. This will be collated by the Inclusion Manager at the end of each week in order for behaviours/weekly scores to be analysed. Parents will receive notification on a weekly basis if their child has demonstrated outstanding behaviour.

Behaviour Concern / Sanctions (Amber Behaviour)

Children whose behaviour is a concern (amber zone) is tracked on a 'Back on Track Target Book' for three weeks. This allows the Inclusion Team to monitor their behaviour more closely whilst the child still has access to normal privileges if they have a good (green) day. Behaviour will be closely monitored for three weeks, with daily targets set in order to help the child improve. If a child is issued with a 'Back on Track Target Book' reference will be made to this on CPOMs.

The majority of pupils who move through this route manage to self regulate their behaviour and improve as evidenced by our school tracker which is a strength of the tracking facility. This has worked extremely well when parents have worked with the school to encourage a change in individual pupil's behaviour.

If however improvements are not made within the three week period, then the child will be presented to the Academy's Panel and a decision will be made of whether the child will be taken off of the school's behaviour tracker and onto a Pupil Individual Tracker (see below). Parents will be made aware of this and the outcome of the Panel meeting.

Pupil Individual Tracker (Red Behaviour)

For the small proportion of children who struggle to succeed on the school's behaviour tracker, alternative provision is provided. Consistent inadequate behaviour/percentages linked to the 'red zone' warrant the child being issued with a 'Pupil Individual Tracker' and a full behaviour screen. This allows staff to track behaviours within each lesson throughout the day, meaning that patterns of behaviour can be established. Parents will be invited to meet with the class teacher as well as the



child and possibly a member of the SLT if necessary to discuss being issued with a 'Pupil Individual Tracker'.

If a child is placed on a 'Pupil Individual Tracker,' their Principals Awards are frozen plus other privileges such as attendance at school trips/parties etc, until their behaviour goes back into green and the report is lifted. Privileges are replaced as and when improvements are observed (at schools discretion). There is no set amount of time for a child to be monitored on a 'Pupil Individual Tracker,' however if staff feel that improvements are not sufficiently made (at their discretion) then they may decide that more intervention is required to support the child as set out below.

The child will be issued with an individual 'Reward and Target Sheet' linked to their own behaviour needs. These targets will be decided upon with the child and parents (if necessary) to ensure that the child is aware of how to improve at all times. Additional to this will be a 'One Page Profile' which summarises the child's likes/dislikes and behaviour needs on one page to ensure all staff are aware of how best to meet the child's needs.

Children who access a 'Pupil Individual Tracker' may need outreach support from other agencies such as support from the Bentley Primary Learning Centre (PLC). If this is appropriate then parents will be made aware of this process. Furthermore, the child/family may be referred to the Early Help Hub whereby specific professionals offer their expertise to the child/family with a Team Around the Child (TAC) approach and by offering a multi-agency service. This allows for half termly meetings to be held to ensure that services provided are having a positive impact on behaviour/child's well-being.

For the small minority of pupils who require being removed from certain situations due to unsafe behaviour towards themselves and/or others then Team Teach trained staff will use physical intervention as and when appropriate.

In a minority of cases the school may employ fixed term or permanent exclusions. The school uses the most up to date Government directives when dealing with exclusions (see Government guidelines).

Discretion is used in all cases; staff may deem that certain behaviours warrant acceleration through any of the above stages.

Lunchtime Behaviour

Lunchtime behaviour is tracked and recorded in the same way as lessons. The inclusion Manager analyses lunchtime behaviour and discusses any incidents with class teacher. Appropriate sanctions will be put in place by the Inclusion Manager and class teacher.



The House System

Working together to create a happy learning environment

Rationale

Allocation of Houses

The school council have been given the role of deciding the theme of our house system. After research into Doncaster's history they determined that the town's connection to oldest horse race in the world was a deciding factor for the horse "theme."

The school is divided into four houses.

Yellow - Lightning

Red- Silver

Blue- Pegasus

Green- Shadowfax

These are names derived from children's literature eg Lord of the Rings by Tolkien, and Greek mythology. Again these were selected by a democratic voting system throughout the entire school.

Children are allocated a house when they start Reception or when they join the school at a later stage. Where possible children of the same class will be allocated the same house whilst ensuring that the number of children is fairly balanced between each house. Every child will be given a coloured badge for their planner.

Ambassador Captains and Ambassador Vice Captains

At the beginning of the new school year, Years 5 and 6 will be given the opportunity to nominate each other as Ambassador Captains or Vice-Captains .



This will be a democratic process and underpin the schools approach to supporting British values.

The SLT will then interview children who are nominated and will decide on the final Ambassador Captains and Vice-Captains after consultation with class teachers. The Ambassador Captains and Vice-Captains will wear a badge to show their position in the school. Ambassador Captains and Vice-Captains will be expected to:

- Sit with their house at assembly and encourage good behaviour from their House
- Be an example of exemplary behaviour and attitude
- Help around school
- Collect and count up the house points
- Be responsible for the playground toys
- Help to organise food and drink on reward days
- Organise House competitions
- Be a buddy to younger children in their House
- Propose and represent ideas from their House; ideas that will improve the House System

Ambassadors, Captains or Vice-Captains whose behaviour or attitude is not a good example to others will be asked to stand down from the Captaincy or Vice-Captaincy.

Awarding House Points

Any member of staff can award House Points to any child at any time and for any reason if they are "caught being good" or meeting the set weekly PSED think piece/ target. Each child will know why they have been given a token linked to the Academy's vision statement 'CARE - Collaboration, Aspiration, Resilience, Endeavour.' A token should be given to the child to show they have gained a house point. Any type of sticker may be used and is worth one house point. Children can display their stickers in their planners.

Each week there will be a school target discussed at assembly and staff members should specifically award house points if children are seen to be trying to meet this target (eg. Sharing smiles)

Children and Houses will also be awarded House points at assembly for good behaviour and/or participation.



House Points will also be given out for participating in or winning House Competitions.

Recording House Points

The classes each have a collection point for the house point counters to ensure that there is an emphasis on whole class celebration for any rewards given as well as house points being recorded in pupils planners for individual tallies.

When three cards are full, a Bronze Principal Award is given. This is an opportunity for pupils to share work with the Principal and select stationary from the choose box.

It is expected that pupils should gain a Principals Award each term. When pupils are awarded a Gold Award a postcard will be sent home to parents.

Rewarding Winning Houses

House points are collected from Thursday to Thursday.

The House Ambassador, Captains and Vice-Captains will collect the House points from each class during lunchtime on Thursday. They will total them and hand them into the SLT before assembly. There will be weekly, interim, termly awards as well as an annual award. The success of the teams will be collated on a central display in school.

Weekly Award: At the end of each assembly the weekly winners will be announced.

- Reaching The St Leger fence term 1A - Ice Cream Disco
- Reaching The St Leger Fence term 1B - Santa in Forest School
- Reaching the St Leger 2A Watch a DVD on the big screen in the hall at lunchtime
- Reaching the Ledger fence 2B- non uniform day for on the next Friday
- Reaching the Ledger



Annual Award: The House who has earned the most points over the year shall spend an afternoon

Consultation with Pupils

Every year the School Council will be given the opportunity to review the rewards and propose new rewards.

Meeting Behaviour and Attitude Standards

The expectation is that children will be loyal to their House and try their best to earn points for their House by displaying good behaviour and attitudes. If children are consistently getting amber or red and are consequently not contributing points to their House then they will be temporarily removed from their House.



Government Guidelines

Exclusion Information

Good discipline in schools is essential. The Government supports Principals' in using exclusion as a sanction where it is warranted. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Key Statutory Requirements

From 1 September 2012, the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 superseded the requirements of the Exclusions Annex of academy Funding Agreements in relation to fixed-term and permanent exclusions. Academies are required to comply with these regulations and have regard to the Government's statutory guidance: Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion.

Funding Agreement Requirements

Academies must, if invited, enter into an agreement with the local authority to pay its costs of educating a pupil who has been permanently excluded. The local authority must also pay the academy if they offer a place at the academy to a pupil who has been permanently excluded from another school.

Exclusions

Pupils can only be excluded for a disciplinary reason. Parents and local authorities must be notified about all exclusions and parents are able to ask for certain exclusions to be reviewed by the academy trust or local Directors Board. This will involve reviewing the decision of the Principal and considering the outcome of any independent review panel hearing.

If a child is internally excluded from their classroom, they will be given some work to produce in the isolation room, (Inclusion Manager's room) where time for reflection will be available. Health and Safety of the children is of paramount importance. Staff withhold the right to exclude children from all activities, particularly if Health and Safety risks are comprised, including making the decision to go on a school trip or not.



Independent Review Panels

When requested by a parent, academy trusts are responsible for arranging an independent review panel to consider the decision of the Directors Board to uphold a permanent exclusion. Panel members need to be trained in how to perform their role. Academy trusts will also need to appoint a special educational needs (SEN) expert to advise the panel, where requested by a parent. This applies even if the child is not recognised as having SEN by the school.

The independent review panel is able to uphold the decision to permanently exclude a pupil; recommend that the Board reconsider its decision; or direct the Board to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner that has led to injustice.

Where a Board does not offer to reinstate a pupil following a direction from a panel to reconsider its decision, the panel will be expected to require an additional payment of £4000 be made to the local authority towards the cost of alternative provision.

Requirement to Provide Suitable Education to Excluded Pupils

Academies must provide full-time suitable education from the sixth day of a fixed period exclusion. This provision should be off site unless separate on site provision shared with other local schools is available.

Local authorities must provide full-time suitable education for all pupils permanently excluded from the sixth day of exclusion.

Equality Act

The duty under the Equality Act 2010 not to discriminate needs be taken into account when taking a decision on whether to exclude a pupil. Academies must also ensure that their policies, such as their behaviour policy, do not discriminate against pupils by unfairly increasing their risk of exclusion.

Where a parent alleges discrimination in relation to a fixed period or permanent exclusion, they are able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

