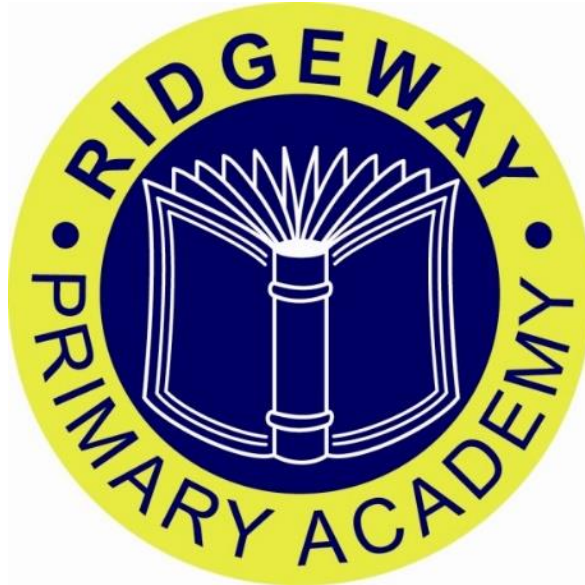


# RIDGEWAY PRIMARY ACADEMY



## BEHAVIOUR POLICY

### September 2023

## **Behaviour Policy**

### **Our Vision**

At Ridgeway Primary Academy our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

### **Aims Of The Policy**

1. Our aim is to provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
2. To encourage a calm, purposeful learning environment in the school.
3. To foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged
4. To encourage increasing independence and self-discipline.

### **Expectations Of Staff**

1. To be an exemplary role model for children and colleagues
2. To respect all children and treat them fairly by the implementation of consistent rules and sanctions
3. To raise children's self esteem and develop their full potential
4. To provide a challenging and inclusive curriculum
5. To create a safe and stimulating environment that supports children's learning

### **Expectations Of Pupils**

1. To work to the best of their ability, and allow others to do the same
2. To treat adults and children with respect and to be aware of the impact of their behaviour on others.
3. To follow the instructions of the school staff
4. To take care of and respect property within the school environment and community.

### **Expectations Of Parents/Carers/ Guardians**

As part of the Home/School Agreement, parents are expected to support the school's Behaviour policy.

1. To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations
2. To encourage independence and self –discipline, to show an interest in all that their child does in school and to offer a framework for social education.
3. To foster good relationships with the school and to support the school in the implementation of this policy.

### **Expectations Of Executive Headteacher/Head Of School**

1. To implement the school behaviour policy consistently throughout the school and to support staff to do so.
2. To report to governors on the effectiveness of the policy
3. To keep records of all reported serious incidents of behaviour

The Executive Headteacher has the responsibility for giving fixed term exclusions for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be informed if either of these sanctions are used.

### **Positive Behaviour**

We believe that behaviour is part of the curriculum. We explicitly teach our children how we expect them to behave. We invest the first week of the academic year teaching children what we expect based around our 3 core values: Respect, Responsibility and Resilience.

These are insisted on throughout the year. Teachers may 'reboot' behaviour expectations in their classrooms and around the school at any time that they feel children are not meeting our school expectations.

We always look for positive behaviour first and praise it. We value kindness in our interactions – it influences what we say, how we say it and our expectations of the children. It is possible to be strict at the same time as being warm, kind and caring. We use a tone of voice and body language that are firm but warm. Our communications ensure that children are valued and respected. (See Appendix 6)

# **PROMOTING GOOD BEHAVIOUR**



**STICKERS**



**POSITIVE FEEDBACK**



**WORK SHARED  
IN CLASS**



**GOLD AWARDS**




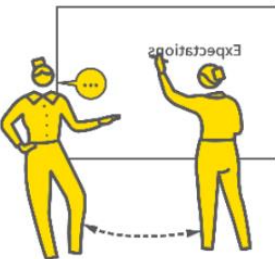
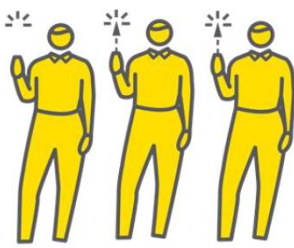


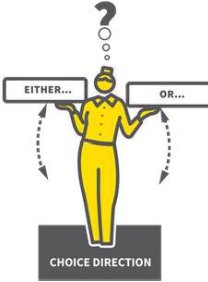
**HOUSE POINTS**



**POSITIVE  
EMAIL HOME**

## Behaviour and Relationships

At Ridgeway Primary Academy, we believe it is essential that we create an environment in which all children and staff feel they belong and feel safe. This requires establishing appropriate learning-focused relationships where expectations are high, and everyone knows the routines and boundaries. Teachers and adults should refer to these techniques:

<p><b>Positive relationships</b> – relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong. They create conditions where students and teachers can focus on learning, free from distractions or emotional threats. Positive relationships are key in communicating trustable feedback that children will act on.</p> 	<p><b>Establishing expectations</b> – ‘You establish what you establish’ Bill Rogers. At Ridgeway, staff have clear and consistent expectations and communicate them to pupils. They will reinforce their expectations and redirect, correct or challenge when necessary in order to promote and sustain high expectations.</p> 
<p><b>Signal, Pause, Insist</b> – We do not talk over children to gain their attention. We choose a signal and ensure that the children recognise it. We practise the signal, pause and affirm positive responses and insist through our use of body language, eye contact, scanning and where necessary a low-level reminder.</p> 	<p><b>Positive framing</b> – we affirm positive behaviour first. Where correction is needed, we frame it as a positive reinforcement ‘eyes, looking, ears listening’. We also give the benefit of the doubt ‘maybe you weren’t talking but I need eyes looking and listening now, thank you’ and we assume confusion over defiance ‘I wonder if...’</p> 
<p><b>Rehearse routines</b> - time is invested at the beginning of each academic year, to establishing the teaching of rules and routines. Throughout the term, where necessary, time is invested in refreshing our clear and consistent routines. Boundaries are clear and allow learning to be the focus.</p> 	<p><b>Choices and consequences</b> – teachers use the behaviour system effectively to secure excellent behaviour and children know the consequences involved. Where behaviour falls below expectations, teachers assert choices for children and clearly narrate the consequences of the behaviour. Consistency of sanction is more effective than severity.</p> 

Images from Teaching Walkthrus (John Catt Educational Ltd) © Tom Sherrington and Oliver Caviglioli 2020

## Values

Each class will display our values as well as negotiated class rules. These should be bright stimulating displays, which clearly indicate the value of the half term. Use of photos should be used to encourage children to interact with the displays

## Gold Book assemblies

Gold Awards are given each Friday and can be linked to exemplary behaviour, improvements in attitude etc as well as good work.

## Moving around the School Behaviour

Teachers are responsible for the way their children move around the school when out of the classroom. Children must move quietly and walk. Teachers need to teach children appropriate behaviours for moving around the school. It is all adult's responsibility to challenge any inappropriate behaviour in relation to children moving around the school.

## Dealing With Inappropriate Behaviour

### Positive Behaviour / Restorative Justice Approaches:

#### Children have the right to:

- Feel safe
- Be treated fairly
- Be listened to and heard
- Have and show consideration for others

Ridgeway Primary Academy rewards positive behaviour according to the school's Positive Behaviour Policy. If children show negative choices in their behaviour, Restorative Justice approaches are used by all staff at the school to resolve any issues that transpire between or with children and to put right any negative situations that have been caused.

## Restorative approaches at Ridgeway

### Restorative Conversation

Directions	Restorative Questions: To respond to challenging behaviour
<ul style="list-style-type: none"><li>• Take place away from where the incident happened.</li><li>• Between the staff member and pupil.</li><li>• Instant discussion to ensure those</li></ul>	<p><b>1) Facts</b> -What just happened in the classroom, corridor, playground, hall etc?</p> <p><b>2) Affects</b> -How do you feel? (When behaving in the wrong way?) -What do you think other people thought about the way you behaved? -What should you have been doing? (At the time?)</p> <p><b>3) Outcomes (Fix and Mend)</b></p>

involved take responsibility and repair harm by putting things right. <ul style="list-style-type: none"> <li>No preparation necessary- use questions.</li> </ul>	-How are you going to put things right?
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### **Consequences**

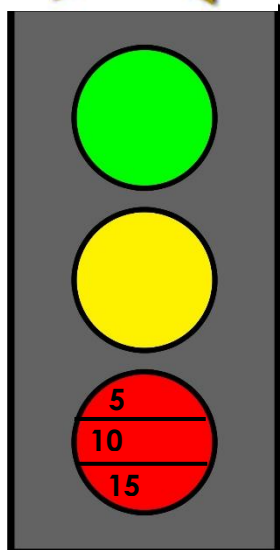
- The aim of a consequence is to discourage future misbehaviour
- Enable the child to understand how the misbehaviour affects other people
- We aim to keep the severity of a consequence to a minimum
- Children need to have a clear picture of the order of sanctions

### **Consequences need to:**

- Be fair and consistent.
- Be appropriate to the level of behaviour exhibited.
- Be imposed in a firm, yet respectful way.
- Communicate that the behaviour is unacceptable (not the child.)

### **Behaviour procedures**

The school employs a traffic light system that supports the school rules and ensures a safe and positive learning environment.



Each class will have a warning (traffic light) system in place.

A child will move along this system if their behaviour does not improve following a warning either to the individual or the class.

Green- All children start the day with their name on green.

Star- A child who behaves particularly well can have their name moved onto the star. Parents should be made aware of this through the school communication book.

Amber- A child's name will be moved to amber if they are not behaving as expected and /or for not stopping when behaviour has been corrected. If there are no further warnings then the child's name is moved back to green at the end of the session.

Red- A child's name will be moved to red if their behaviour continues to be poor. Red should be split into three sections, and correspondingly a child will lose 5, 10 or 15 minutes of playtime. In this time, they could complete work missed. The child's name will be moved back to green at the end of the session.

Teachers are to keep parents informed if their child's behaviour is a cause for concern. This may be through informal meetings at the end of the day, or for a more serious concern, in a formal meeting which may also be attended by the phase

leader or a senior member of staff. If a child reaches red or if there is a serious misdemeanor then the child's class teacher will speak to the parent or an email may be sent to inform them of the behaviour. A record of the negative behaviour should be made on MyConcerns, indicating behaviour and amount of time lost.

A child will be moved to red for more serious misdemeanors. Once again, this should be recorded on MyConcerns.

Whenever a child has moved to red within a session (5, 10 or 15 minutes,) that child will miss a maximum of 5 minutes of Ridgeway time (KS2)

Each session, and day, is a fresh start.

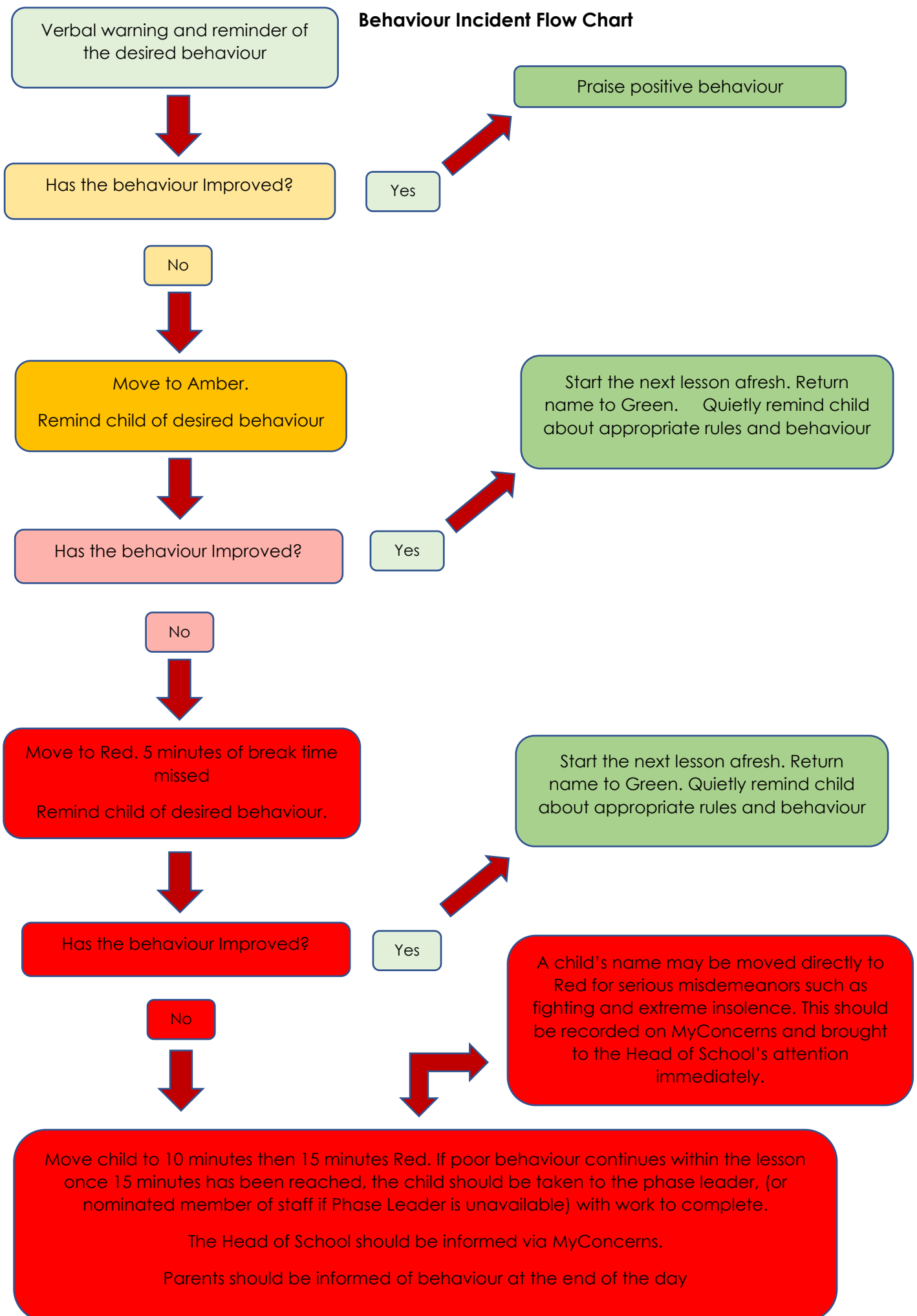
### **Informing the phase leader**

If a child continues misbehaving after the 15 minute red, the child should be sent to the phase leader with the work they should be completing. If the child is still not cooperating, they should then be sent to the Head of School in the first instance or if they are unavailable the Executive Head.

If poor behaviour continues and a child is frequently on Red, it may be appropriate to introduce a positive behaviour reward system such as a star sheet to encourage the child to behave appropriately. Behaviours in this instance should be recorded so that staff can become aware of patterns in behaviour or triggers and therefore manage behaviour appropriately. The Head of School/Exec Head will be informed.

For a child who is still struggling with behaviour, a behaviour support plan will be put in place – agreed between school, home and the pupil.

## Behaviour Incident Flow Chart





## **Pupils with Special Educational Needs**

Where pupils have special educational needs there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the Head of School/Exec Head, SENCO and class teacher. The SENCO may need to liaise with external agencies as necessary.

## **Fixed Term and Permanent Exclusions**

Exclusion will only be used as a last resort.

The decision to exclude:

Only the Executive headteacher, or a person acting with the Executive headteacher's authority, can exclude a pupil from school.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Please refer to the Exclusion Policy for more details

Link to Trust Exclusion Policy:

<https://www.learnatpolicies.uk/sites/default/files/Policies/LAT040LearnATExclusionPolicy.pdf>

## **Appendix 1 - Stage 1: Use of Classroom Traffic Light System**

### **Behaviour impacts mostly on the child's own learning**

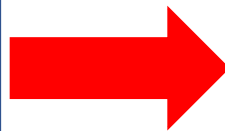
#### **Behaviour**

Not sitting on your chair when expected to  
Not looking at the person speaking  
Not listening and able to respond  
Talking when someone else is speaking  
Not completing work to the best of your ability  
(See full list in Appendix 8)



#### **Consequence- Class Teacher**

Positive framing  
Verbal reminder  
Re-establish expectations  
Signal, pause, insist  
Give choices  
Sanctions following the traffic light system  
Playtime/lunchtime used to restore relationship, complete unfinished work



#### **School Action**

Reflect on Quality First Teaching provision – are the child's needs being met in the classroom  
Formal conversation between child and class teacher  
Discussion between class teacher, phase leader, SENDCo, ELSA to determine future strategies  
Loss of time to be logged on MyConcerns  
Loss of time monitored and analysed (weekly, monthly, half termly, termly) by behaviour lead – discussion of findings with child and class teacher  
If more than 55 minutes is lost across a week – parents are notified – phone call from class teacher  
If 3 phone calls are made in a 6-week period move to Stage 2



#### **Next Step**

Move to Stage 2

## Stage 2: Use of Classroom Traffic Light System

### Behaviour begins to impact on the learning of others

#### Behaviour

Behaviour that exceeds beyond Stage 1

Leaving chair and moving around the classroom

Needs several reminders to follow instructions but does comply

Shouting out

Refusal to complete work

Name calling / unpleasant attitude towards others



#### Consequence- Class Teacher

Positive framing

Verbal reminder

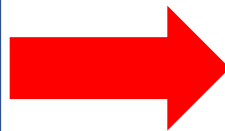
Re-establish expectations

Signal, pause, insist

Give choices

Sanctions following traffic system

Playtime/lunchtime used to restore relationship, complete unfinished work



#### School Action

Reflect on Quality First Teaching provision – are the child's needs being met in the classroom?

Formal conversation between child, class teacher and phase leader

Discussion between class teacher, SENDCo, ELSA to determine future strategies

Loss of time logged on MyConcerns

Loss of time monitored and analysed (weekly, monthly, half termly, termly) by behaviour lead - discussion of findings with child and class teacher

Parents informed if 20 minutes are lost in a day

If parent contacted more than 3 times in a week, move to Stage 3



#### Next Step

Move to Stage 3

### Stage 3: Bespoke to the child

**Behaviour has a significant impact on the learning of others and the school environment**

#### **Behaviour**

Behaviour that exceeds Stage 1 and 2

Leaving the classroom without prior agreement

Refusal to engage with learning

Refusal to follow instructions

Causing significant disruption within the classroom or on the playground

Walking away from the adult dealing with the behaviour

Offensive name calling which may contain inappropriate language, homophobic or racist comments

Bullying including cyberbullying



#### **Consequence- Class Teacher**

Immediate loss of privileges –  
break time, lunchtime,  
achievement time

Where possible, child is  
removed from the environment  
for the remainder of the day  
(internal exclusion)

Team Teach strategies may be  
employed to keep the child  
safe



#### **School Action**

Reflect on Quality First Teaching  
provision – are the child's needs  
being met in the classroom

Formal conversation between  
child and senior leader

Discussion between class  
teacher, SENDCo, ELSA to  
determine future strategies –  
create Individual Behaviour Plan  
and share with parents (see  
Appendix 3)

Boxall profile

Strengths and difficulties  
questionnaire

Engage ELSA support

Referral to Inclusion panel

Incident logged on MyConcerns

Parents informed:

20 minutes lost in one session  
(child has been asked to leave  
the classroom)

Move to Stage 4



#### **Next Step**

Move to Stage 4

#### Stage 4: Bespoke to the child

**Persistent behaviour has a significant impact on the learning of others and the school environment**

##### **Behaviour**

Behaviour that exceeds Stage 1, 2 and 3

Creating an incident which puts themselves or others in danger

Repeatedly leaving the classroom without prior agreement

Causing deliberate physical harm to another person – child or adult

Leaving the school site

Verbal abuse towards a staff member

Bringing a dangerous object to school

Illegal behaviour

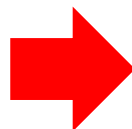


##### **Consequence- Class Teacher**

Immediate loss of privileges –  
break time, lunchtime,  
achievement time

Where possible, child is  
removed from the  
environment for the  
remainder of the day  
(internal exclusion)

Team Teach strategies may  
be employed to keep the  
child safe



##### **School Action**

Parent meeting same day

Formal conversation between child and  
senior leader

Discussion between class teacher,  
behaviour mentor, SENDCo, ELSA to  
determine future strategies – review  
behaviour plan, create pastoral support  
plan

Consider reduced timetable

Boxall profile

Strengths and difficulties questionnaire

Engage ELSA support

Referral to Inclusion panel

Incident logged on MyConcerns

If multiple incidents occur requiring internal  
exclusion a 1 day fixed term exclusion may  
be considered.

Each subsequent serious incident may  
increase the length of the fixed term  
exclusion by 1 day. If a fixed term exclusion  
of 5 days is reached, permanent exclusion  
will be considered.

Immediate Fixed Term or Permanent Term  
Exclusion for serious incident

##### **Next Step**

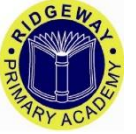
Permanent Exclusion



## Appendix 2 – Individual Behaviour Plan proforma

Situations I may find difficult	Behaviour I might display
<p>Entering the classroom:</p> <ul style="list-style-type: none"> <li>• At the beginning of the school day</li> <li>• After break time or lunch time</li> </ul> <p>Sitting in the classroom:</p> <ul style="list-style-type: none"> <li>• Listening for long periods of time</li> <li>• Staying seated on my chair</li> </ul> <p>Following adult instructions:</p> <ul style="list-style-type: none"> <li>• To follow school rules</li> <li>• To start/stop doing something</li> </ul> <p>Engaging in learning</p> <p>People saying unkind things to me</p>	<p>Refusal to enter</p> <ul style="list-style-type: none"> <li>• Taking myself away to another area</li> <li>• Hiding</li> <li>• Not making verbal responses</li> <li>• Shouting at staff</li> </ul> <p>Leaving the room</p> <ul style="list-style-type: none"> <li>• Walking around the indoor environment at will</li> <li>• Walking around the outdoor environment at will</li> </ul> <p>Running away from adults</p> <p>Attempting to leave the school site</p> <p>Becoming fixated on other children who I feel violated by</p>
Strategies to help me avoid difficult situations	How you can help me manage my behaviour
<p>Let me come in earlier/later</p> <p>Let me work in a different area</p> <p>Give me a countdown/timer so that I can prepare</p> <p>Break tasks down for me – now and next</p> <p>Give me choices</p> <p>Help me build relationships with people – different break time with a small group</p>	<p>Use a calm voice</p> <p>Reassure me that I am safe</p> <p>Use the language of emotional coaching</p> <p>Give me clear boundaries – tell me what I need to do</p> <p>Limit the number of words you use</p> <p>Keep me in sight so I know you are there</p> <p>Use Team teach strategies if I am not safe</p> <p>Call my parents</p> <p>Arrange for me to go home for lunch</p>

## Appendix 3- Behaviour Support Plan



<b>Name:</b>			<b>Start Date:</b>	<b>Review Date:</b>		<b>Week: 1</b>	
<b>Target:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Adults Involved:</b>	
						<b>Supported by:</b>	
<b>Rewards/ Motivators:</b>			<b>Consequences:</b>				<b>Documents:</b>
			<p>See separate grid at the bottom of this document for consequences related to different behaviour displayed/ actions taken by</p> <p>Linked to target 1:</p>				
<b>Overview/ next steps: Strategies to help:</b>	<p><b>Further action taken to support this:</b></p> <p><b>Interventions and support in place:</b></p>						

Pupil: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

SLT: \_\_\_\_\_

Parent: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

**Consequences for specific behaviours that have been observed and occur within the classroom.**

NB: all of these behaviours would impact on the learning of others due to the need to deal with each situation (interrupting the lesson/ teaching/ taking support away from others).

Behaviour/ Action	Impact	Consequences



## Appendix 4 Examples of behaviours and logging on MyConcerns/ Arbor

	RPA	Actions/ Consequences at school level (linked to individual school behaviour policy)
	Classroom Disruption	Dealt with by class teacher/ adult using class traffic light system
	Verbal aggression	Dealt with by class teacher/ adult. Member of SLT Informed Behaviour reported on MyConcerns. Parents informed by class teacher and or member of SLT.  Repeated behaviour incidents to lead to movement through Stages identified in behaviour policy.
	Swearing/Inappropriate Language	
	Stealing/Theft	
	Refusal to Follow Instructions	
	Racist Behaviour	
	Physical Aggression	
	Online – Conduct	
	Leaving Learning Environment	
	Fighting	
	Defiance	
Behaviour - Discriminatory		
Behaviour - Physical		
Behaviour - Prejudice		
Behaviour - Sexual Jokes/Taunting		
Behaviour - Sexual Physical		
Behaviour - Threatening Language		
Possession of banned item		
Possible Consequences for serious unwanted behaviour		
Exclusion - Fixed Term		
Exclusion - Internal		
Exclusion - Permanent		
Positive Handling and Restraint		
Report card		
Risk assessment		
Restorative Conversation		

## **Appendix 5**

### **Motivating Appropriate Behaviour**

#### **Preventative measures**

##### **Raising Pupils self esteem**

- Communicate a sense of importance
- Ensure successful experiences
- Emphasise children's responsibility by providing choices
- Ensure quality PHSE is part of the curriculum
- Display and celebrate children's outcomes

##### **Offering a well planned curriculum**

- Aim for Quality First Teaching within a broad , balanced curriculum
- Ensure all activities are well prepared
- Plan for and support SEN/EAL pupils
- Plan for other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well

##### **Providing a comprehensive programme of personal, social, health and citizenship education**

- Develop clear rules for relationships
- Teach children to respond positively
- Help children to be assertive
- Work towards school aims
- Provide high quality weekly PHSE lessons

##### **Good classroom management of time**

- Establish clear routines( end of lessons/day and activities)
- Allow time for clearing up, questions and children to finish work

##### **Good classroom management of resources**

- Have clear movement routes
- Allocate clear curriculum areas in the classroom
- Ensure resources are easily available and kept tidy
- Discourage wastefulness
- Develop children's independence
- Display children's work effectively

##### **Teach good work habits**

- Emphasise a classroom rule for the day or week and reward children for doing it
- Ensure children know the rules and what they should be doing
- Give older children the opportunity to assess and set targets for work habits

##### **Climate for learning**

- Be clear about the relevance of classroom activities
- Cultivate a working environment which is comfortable, attractive, interesting and safe
- Create a climate where children have equal status.
- Establish a climate where there are clear expectations about behaviour and work habits

- Encourage a growth mindset

### **Conditions for personal growth**

- Growth mindset
- Develop Routes to Resilience personal qualities
- Respect
- Trust in themselves and others
- Acceptance so people can be themselves and express beliefs
- Cooperation
- Responsibility

### **School procedures for encouraging good behaviour**

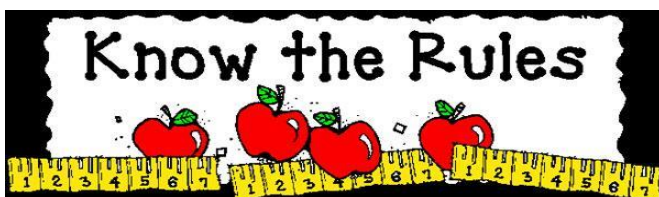
**Aim:** To show children that good behaviour is worthwhile

**How:**

- Remind children of school values/classroom rules
- Recognise and respond to the children doing something well.
- Award team points, stars or stickers
- Give praise as reinforcement both publicly and privately
- Make our expectations clear
- Pupil's work is given recognition
- We inform parents of good behaviour through the school communication book and Gold Awards.

## **Appendix 6 Lunchtime Behaviour (Please refer to Lunchtime Supervisor Handbook)**

### **Playground Rules, Rewards and Consequences**



<p style="text-align: center;"><u>Rules</u></p> <ol style="list-style-type: none"> <li>1. No hurting.</li> <li>2. No intentional unkind words.</li> <li>3. No rough playing.</li> <li>4. Listen to adults at all times.</li> </ol>
--

	<b>Behaviour</b>	<b>Rewards/Consequences</b>
	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Team Points</li> <li>• Helping Hands Awards</li> </ul>
<b>Warning/Reminders</b>	<ul style="list-style-type: none"> <li>• Noisy and inappropriate moving around the school</li> <li>• Playing in the toilets</li> <li>• Interference with people's property in the cloakroom</li> <li>• Dropping litter</li> <li>• Running around school</li> <li>• Screaming and shouting inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning/reminder</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>

<b>5 - 15 minutes in reflection outside supervised by Lunchtime Supervisor</b>	<ul style="list-style-type: none"> <li>• Deliberately damaging displays</li> <li>• Inappropriate behaviour in the toilets</li> <li>• Disrespect to adults around school</li> <li>• Deliberately misusing equipment</li> <li>• Deliberately seeking confrontation</li> <li>• Minor aggression</li> <li>• Intentionally hitting other children (unless persistent-See next stage)</li> <li>• Biting</li> <li>• Rough / deliberate hurting of another's person or property</li> </ul>	<ul style="list-style-type: none"> <li>• 5 -15 minutes of lunchtime spent reflecting on the consequences of the incident in question.</li> <li>• Inform class teacher. <b>(Recorded on MYCONCERNS with a reason.)</b></li> <li>• Parents informed by class teacher</li> </ul>
<b>Refer to Teacher on Duty/ SLT</b>	<ul style="list-style-type: none"> <li>• Biting</li> <li>• Fighting</li> <li>• Persistent physical behaviours</li> <li>• Hurting another pupil/staff member</li> <li>• Swearing at an adult</li> <li>• Graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher on duty called to speak with the child</li> <li>• Recorded on MYCONCERNS with a reason.</li> <li>• Parents informed via telephone call</li> <li>• 10 mins or more lunchtime missed</li> </ul>
<b>Refer to SLT</b>	<ul style="list-style-type: none"> <li>• Verbal abuse including sexism and racism</li> <li>• Persistent bullying</li> <li>• Physical abuse to adults</li> <li>• Sexual gestures or behaviour</li> <li>• Using equipment as a weapon</li> <li>• Any extremely dangerous or threatening behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• SLT called to speak with the child.</li> <li>• Recorded on MYCONCERNS with a reason.</li> <li>• Parents contacted.</li> <li>• The rest of lunchtime missed.</li> <li>• Possible Short fixed term exclusion.</li> <li>• SLT determine follow-up as appropriate.</li> </ul>

## Appendix 7

### LearnAT Behaviour Framework

#### LEARN-AT BEHAVIOUR FRAMEWORK

The Learn-AT Behaviour Framework provides principles and guidance to inform schools' own behaviour policies. It addresses two main strands:

##### EFFECTIVE CLASSROOM MANAGEMENT

##### WHOLE SCHOOL BEHAVIOUR MANAGEMENT

and is underpinned by these over-arching principles:

Warm. Firm. Resolute.	All children have a right to learn in a safe, calm and orderly learning environment	All staff have a right to work in a safe, calm and orderly environment	All children have a right to learn and develop behaviour that aligns with the rules and norms of a civilised society
The school's ethos and vision should promote positive behaviours and attitudes for all children.	Good behaviour should be taught explicitly within a context of high quality education, curriculum, teaching and learning, from EYFS onwards and for all children.	Inclusion - effective provision for SEND and disadvantage	Unconditional positive regard

Please read in conjunction with: **RPA SEND Policy**

**LearnAT Exclusion Policy**

Signed by:

\_\_\_\_\_ **Chair of Governors**