



Rosehill Infant and Nursery School

Behaviour for Learning Policy



Signed by:

_____ Headteacher

Date: _____

Chair of governors

Date:

Date of ratification
Next Review

January 2025
January 2027

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Statement of intent

Rosehill Infant and Nursery School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework

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

- Education Act 1996
- 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 (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- New] DfE (2024) 'Creating a school behaviour culture: audit and action planning tool'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

1. Staff induction, development and support

- All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.
- The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.
- Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

2.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school

Staff members will:

- Implement the school's **Behaviour for Learning Policy** at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Use the school's reward system "Good to be Green", positive language strategies and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Quality first teaching to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Record all "red and yellow card" behaviours, on the class behaviour logs, by following the correct reporting procedure. These will be inputted into the behaviour tracker by the senior leadership team (SLT) each half term.
- Raise any concerns regarding pupils' behaviour with the Deputy Headteacher and/or Headteacher.
- Complete the relevant logs/ records of low level behaviour when pupils demonstrate repeated low level behaviours.
- Take the necessary steps to effectively manage pupil behaviour, such as following the sanctions for red and yellow card behaviour.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.

- Liaise with other members of staff and the **senior leadership team (SLT)** in order to implement effective behaviour management.
- Organise seclusions where appropriate.
 - Intervene promptly when they encounter poor behaviour or unexplained absence.
- immediately contact the **headteacher and the rest of the SLT** when there has been a serious breach of the school's **Code of Conduct**.
- Contact parents/carers regarding their child's behaviour where necessary, this contact should be recorded and actions documented (see appendix 1).
- Continuously keep parents/carers informed of any behavioural management issues concerning their child this contact should be recorded and actions documented (see appendix 1).
- Monitor the attitude, effort and quality of the pupils' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service, Education Psychology Service etc.
- Inform the **SLT** of relevant behaviour data and trends. Analysis of behaviour data and trends will be shared at SLT meetings each half term and with the Safeguarding Governor through monitoring visits.
- Ensure that all records are kept up-to-date, such as the behaviour logs. SLT will ensure the racism and bullying logs are kept up to date and report to the relevant Local Authority department and report at Full Governing Body meetings through the Headteachers' report to governors.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.
- Visitors and students will be inducted with the behaviour policy and procedures during their induction.

Pupils will:

-
- **Behaviour for Learning Policy** at all times.
- Act as positive ambassadors and representatives of **Rosehill Infant and Nursery School** through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Correctly present themselves in **Rosehill Infant and Nursery School's** uniform, in accordance with the school's **Home-School Agreement**.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

Parents/carers will:

- Abide by the **Home-School Agreement**, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the **Behaviour for Learning Policy**, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at **Rosehill Infant and Nursery School** with the pupil's **classroom teacher** or **SLT**.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues, whilst having the right to question **Rosehill Infant and Nursery School's** decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a pupil of **Rosehill Infant and Nursery School**, in accordance with the Home-School Agreement.
- Should parents wish to make a complaint then they should refer to the schools complaint's policy and procedure.

- **Classroom behaviour**

- A set of the school rules will be clearly displayed in each classroom and British Values will be displayed around school.
- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use a range of positive language, de-escalation techniques to encourage good behaviour and create an effective learning environment linking back to the "Good to be Green" scheme.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.
- High quality lessons will be structured and have a focussed framework, in order to allow pupils to understand what is being taught and how it links to what they already know.
- All teachers will ensure visual timetables are be used in all classes to ensure pupils are aware of the structure of the day.

- Individual visual timetables will be used for pupils whom repeatedly struggle to follow the school behaviour policy and code of conduct.
- Removal –If the pupil's behaviour persists, the staff member will move the pupil from where they are sat in the classroom, or remove the pupil from the class, in order to avoid affecting the learning experiences of other pupils
- All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships and interactions.
- When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following steps will be taken:
 - Reminder – the pupil is reminded of their expectations
 - Repeated reminder - the pupil is reminded of their expectations and that further failure to follow the instructions will result in a yellow card.
 - A Yellow card will be issued with an explanation of why, this is then placed in front of the Green Frog Card.
 - A repeated reminder and second yellow card will be issued – the pupil is reminded of their expectations and that further failure to follow the instructions will result in a red card.
 - A red card will be issued - here pupils will be given a sanction based on those agreed by all staff (see appendix 2).
 - Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

De-escalation techniques will be used at all times.

Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:

- Stage 1 – the **classroom teacher** will manage behaviour strategies, sanctions and the process outlined above.
- Stage 2 – if poor behaviour persists, **pastoral staff or a named member of staff** will become involved in managing the behavioural incident.
- Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the **headteacher and the rest of the SLT.**
- The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.

- Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.

Rewards and praise

- **Rosehill Infant and Nursery School** recognises that pupils should be rewarded for displaying consistently good behaviour.
- Praise will be used to help raise pupil achievement and will be given for progress, not simply for high-quality work.
- Positive behaviour will be promoted and reinforced by the school's clear reward system - sticker charts and wow cards.

Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce **Rosehill Infant and Nursery School's** core values and ethos.
- Not be awarded for vague accomplishments or be given too easily and spread too widely.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate pupils and help them to feel valued.

Rosehill Infant and Nursery School has a reward system in place which rewards pupils for displaying good behaviour and progressing their learning, through the following methods:

- Stickers
- Verbal praise
- Written praise
- Achievement Certificates awarded each week
- Headteacher awards
- Comments at parents evening
- Prizes
- Wow cards (achieving 5 = prize)
- End-of-term whole-class rewards/trips
- Weekly assemblies are held to praise and reward pupils achievements and effort.

Disciplines and sanctions

- Sanctions and disciplines will be given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.
- In order for the punishment to be lawful, the school will ensure that the decision to issue a discipline to a pupil is:
 - Made by a paid member of school staff, or a member of staff authorised to do so by the **headteacher**.
 - Made on the school premises or whilst the pupil is under the charge of a member of staff (e.g. on a trip).
 - Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.
 - The issuing of disciplines and sanctions will be recorded and the consistent use of sanctions will be monitored by SLT half termly.
- **Sanctions will:**
 - Relate to a specific task or action and will be applied clearly.
 - Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
 - Reinforce **Rosehill Infant and Nursery School's** core values and ethos.
 - Not be given too easily or spread too widely.
 - Not focus repeatedly on the same issue without progress.
 - Not have a negative effect upon others.
 - Will be from the agreed list of sanctions decided by the whole staff.
 - EYFS sanctions may vary from the KS1 sanctions due to age and emotional maturity and therefore all sanctions will be age appropriate.

Rosehill Infant and Nursery School implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. These include the following:

- Verbal warning/reprimand
 - Removal from the classroom or specific area of classroom
 - Repeating work of an unacceptable standard
 - Behaviour concern entry on the behaviour logs
 - Withdrawal of privileges and trips
 - Lunchtime or after-school seclusion
 - Meeting with the headteacher or other members of the SLT
 - Being placed on a behaviour plan
 - Referral to an external agency or behaviour panel
 - Exclusion, including internal, fixed-term and permanent exclusion
- When a seclusion has been issued outside of school hours, the school will ensure that the pupil's parents/carers are informed, including why it has been given, when, where and the timescale of the detention.
 - Parents/carers will be informed of seclusions via phone, letter, or face-to-face.
 - The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.
 - The **headteacher** has the ability to delegate the power to issue sanctions to volunteers, such as parents/carers who assist during an educational visit.
 - The **headteacher** has the ability to strip particular staff members of the power to issue disciplines, where appropriate.
 - Adults should always aim to de-escalate a situation, rather than provoke further poor behaviour.
 - If a child is angry but unlikely to hurt themselves or others, then it is usually safer to allow them to leave.
 - **Physical intervention is a 'last resort'** to protect the child and others from harm. Staff should not put themselves in danger. Staff should give consideration to what other professionals would think is 'reasonable' (best practice) before using physical intervention including blocking an exit.
 - Any physical intervention should be reported to the Deputy and/or Headteacher and logged using the intervention log (appendix 3).

Should a pupil be verbally and/or physically aggressive then the relevant records should be kept by the School Business Manager (SBM) e.g. violence and abuse report etc

Exclusions

- In cases of exclusions, whether it is internal, fixed-term or permanent, the Derby City Council Exclusion procedures will be followed at all times; ensuring that parents/carers are suitably informed and are made aware of their right to appeal.
- In the event of any type of exclusion, the **headteacher or the rest of the SLT** will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration, how to appeal and any alternative provision supplied.
- The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.
- For breaches of school conduct, the **SLT** has the ability to place pupils within their year group on internal exclusion for a maximum of **three** days.
- During internal seclusion, the pupil involved will undertake all their work whilst in the **SLT office**, which is separate to classrooms, whilst under the supervision of the **SLT**.
- For extreme breaches of school conduct, the **headteacher** can place a pupil on fixed-term exclusion, which will be completed by the pupil from their home and can last up to **15** days, not totalling more than 45 days.
- Pupils who are in receipt of fixed-term exclusions and/or reduced time tables following reintegration should have suitable work set by the class teacher for completion.
- It is ultimately the **headteacher's** decision on whether a pupil should be excluded.
- In the absence of the **headteacher**, the **Deputy headteacher** will make the decisions concerning a pupil's exclusion.
- The **headteacher** has the ability to permanently exclude a pupil who has seriously breached the school's **Code of Conduct**, or who is a persistent offender.
- The Headteacher will ensure the paperwork regarding exclusions are sent to: **The Administrative Assistant at The Kingsmead School - 01332 973839** Email: behaviourpanel@kingsmead.derby.sch.uk

- All copies of paperwork sent to parents are shared with the Chair of Governors.
- Permanent exclusions will be considered by the **governing body** for authorisation.
- **Anti-bullying**
 - We take bullying very seriously.
 - Children are made aware of what bullying is and parents are offered support so they know what to do if they think their child is being bullied.
 - Bullying is addressed through PSHE, assemblies, events and providing a positive school ethos.
 - Parents are always invited to discuss incidents of bullying and the school works with parents to prevent bullying from occurring or continuing.
 - The Headteacher ensures incidents of bullying are recorded and reported to the Full Governing Body and the Local Authority.
 - Parents should be given and follow the complaints policy if they feel the situation remains unresolved.
 - Staff and parents should refer the Anti-bullying Policy if they feel an incident of bullying has occurred.

Monitoring and review

This policy is monitored for effectiveness by the **headteacher** and **Deputy Headteacher**, and will be reviewed every **two years** January 2027

Appendix
Section

What Red Behaviour might look like:



- Swearing (to be nasty)
- Violence - kicking, hitting, pushing or saying nasty things.
- Vandalism and damaging other people's things.
- Racist comments.
- Bullying (repeatedly picking on someone)
- Repeated defiance - ignoring an adult.
- Stealing.
- Continuing yellow card behaviour.

**Consequence
Card**

What Yellow Behaviour might look like:



- Using bad words.
- Repeated shouting out and/or making noises.
- Not following instructions by an adult.
- Not being sensible on the stairs - running, squealing and being silly.
- Disrupting others.
- Rocking on your chair.
- Repeatedly not sharing.
- Leaving the classroom without asking the teacher.
- Being unkind or nasty.
- Play fighting.



Our Green Behaviour:



- We walk sensibly around school.
- We remember to use good manners.
- We share with our friends.
- We take turns.
- We are kind and helpful.
- We show our friends and teachers respect.
- We are good role models.
- We remember to value our friends' personal space.
- We try our best with our work.



Yellow Behaviour

Sanctions:



Using bad words.	Apologise and 5 mins timeout
Repeated shouting out and/or making noises.	Miss 5-10 mins of play/lunch time
Not following instructions by an adult.	Name on sad face & Stand by adult 5 minutes
Not being sensible on the stairs - running, squealing and being silly.	Repeat sensible action with an adult (modelled)
Disrupting others.	Miss 5-10 mins of play/lunch
Rocking on your chair.	Reminder and yellow card
Repeatedly not sharing.	Apologise and 5 mins timeout
Leaving the classroom without asking the teacher.	Name on sad face
Being unkind or nasty.	Apologise and 5 mins timeout
Play fighting.	Leaving the playground/classroom 5 mins

Red Behaviour

Sanctions:



Swearing (to be nasty)	5 mins time out and apologise. Informal chat with parents
Violence - kicking, hitting, pushing or saying nasty things.	Formal chat with parents, $\frac{1}{2}$ day seclusions in another class. Removal of trips/treat.
Vandalism and damaging other people's things.	Clean up where appropriate. 10 mins with SLT Formal chat with parents
Racist comments.	Seclusion with SLT Formal chat with parents. Removal of trips/treats. DCC notified - poss fixed term exclusion
Bullying (repeatedly picking on someone)	Seclusion with SLT Formal chat with parents. Removal of trips/treats. DCC notified - poss fixed term exclusion
Repeated defiance - ignoring an adult.	10 mins seclusion in partner class Informal chat with parents
Stealing.	Formal chat with parents 10 mins seclusion with SLT.
Continuing yellow card behaviour.	5-10 mins time out and apologise. Informal chat with parents

3 x red cards per half term = loss of trips/parties etc.