



Behaviour for Learning Policy

Phoenix Community Primary School

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At Phoenix we provide a family atmosphere in which all members of our school community are valued equally and treated fairly according to their needs, and are given the widest possible opportunities to develop their talents, skills and personalities to the full.

OUR AIMS

To develop a moral framework within which initiative, responsibility and sound relationships can flourish.

To enable pupils to develop a sense of worth, respect and tolerance for others.

To produce an environment in which pupils feel safe, secure and respected.

To provide a happy, safe, secure and stimulating environment, for the welfare of our pupils and all concerned with the life of our school, we will create a climate of Behaviour for Learning where we:

- deliver a high quality and relevant education;
- create a caring family atmosphere in which pupils learn and teachers work effectively in an environment where there is co-operation, excellence in teaching, active participation in learning, and aspirations to do well;
- encourage the Behaviour for Learning strategies (see Appendix B);
- teach, through our school curriculum, values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline and foster in pupils a respect for themselves, for other people and their property;
- promote good behaviour by using a range of strategies based on positive reinforcement and by providing rewards for pupils of all ages and abilities;
- ensure that there is consistency and clarity when dealing with incidents of inappropriate behaviour;
- be alert to bullying/racial harassment;
- share our values with our school community to develop support and consistency; and
- have the same expectations of behaviour for all members of our school community.

All of our school community (pupils, staff, parents, governors and visitors) should conduct themselves appropriately by:

- treating others with respect;
- being well behaved, well mannered and attentive;
- moving around the school in an appropriate manner;
- respecting all property in school;
- not showing physical, verbal or non-verbal aggression towards anyone; and
- being punctual and attending regularly.

ENCOURAGING POSITIVE BEHAVIOUR

At Phoenix we create an environment where all pupils feel safe, secure, happy to learn and express an opinion. Phoenix pupils are given praise and encouragement so that everyone feels valued and respected. We create a supportive atmosphere where various rewards are used. All Phoenix pupils will be aware of how they can gain recognition for good work, effort and behaviour. Rewards will be accessible to all our pupils.

House Points

The school operates a house point system for all our pupils from Reception to Year 6. These are awarded for academic achievement in lessons or the demonstration of positive behaviours for learning.

House Points will be collated each Monday by the House Captains and given to a member of staff. A running tally is presented to the children in the Monday celebration assembly and at the end of each seasonal term (three times a year), the house with the greatest number of house points is rewarded with a treat.

House Point tallies reset each seasonal term.

Stars of the Week

Each Monday there is a weekly assembly to acknowledge achievements and to foster a sense of community. Pupils are encouraged to share their work with parents, pupils and staff during and after their class assembly. Each member of teaching staff chooses one pupil to receive an Achievement Certificate for outstanding improvement, work or behaviour which reflect the school values (Phoenix Values). These are recorded on the school's assembly slide and in the achievements folder kept in the School Office.

Purple Pen Work

Members of the Leadership Team may use a purple pen to recognise outstanding achievement in a child's book. This work may then be shared on Twitter under the hashtag #purplepenwork (in line with the school's e-Safety policy) in order to share this with the wider school community.

Class Rewards

Where at all possible, class teachers will be consistent across the school in rewarding behaviour using the strategies defined above. However, class teachers, after discussion with SLT and in negotiation with their class, may wish to use a variety of additional rewards to praise and motivate their pupils. These may include:

- stickers/stamps
- marbles in a jar
- secret pupil
- reading rewards

Reading Rewards

At Phoenix, reading is highly valued and is celebrated in many ways throughout the school year. We use Accelerated Reader as the basis of our rewards and celebrations. Pupils are awarded with stickers when they achieve 100% on an AR quiz. They are also celebrated when they achieve their reading Points target. Staff are asked to choose three pupils each term who have made improvements in their attitude towards reading. Rory the Reading Robot holds prizes of books to celebrate pupil's reading achievements. Pupils are also rewarded for reaching certain word count milestones, with Millionaire Row rewarded with framed pictures in school lobby and badges. All of the above are shared in whole school assemblies.

Maths Rewards

At Phoenix we value resilience and effort in maths learning. Pupils are encouraged to demonstrate these values and they are rewarded in different ways. Pupils can take their work for 'Purple Pen', to be looked at by someone from SLT and given a sticker or teachers can also celebrate with certificates awarded in our whole school celebration assembly.

Our in-school and home learning app; Doodle Maths, is again rewarded by effort. Those children who reach their 'green level', through regular practice are announced weekly in celebration assembly and given certificates and the top doodling class are given extra playtime to incentivise engagement with their maths. Once a term, pupils in each class with the longest 'streak' are celebrated. Weekly maths celebrations are shared in our celebration assembly.

Phoenix Job Centre

We recognise that the promotion of lifelong learning is essential. We actively encourage the development of skills through a job role. Each job is advertised by staff members at Phoenix, pupils are required to complete an application form for each position, attend an interview if successful and are then required to undertake training and take forward their role. Each position is paid in DoJo currency which can be spent in the Phoenix Shop.

ADDRESSING INAPPROPRIATE BEHAVIOURS

When addressing inappropriate behaviours, the school has developed a series of **behaviour scripts**. This means that each pupil will hear the same script from any member of staff in relation to the behaviour choices that they are choosing. There will be high expectations of support for pupils as well as high expectations of behaviour and discipline. Each pupil is given the opportunity to reflect on their choices and make the positive changes that need to happen.

Should a pupil continue to choose to make a negative choice, then a sanction of a yellow or a red card will be implemented. The sanction results in missed lunch play (yellow 5 minutes, two yellow cards 10 minutes, red card 25 minutes) and cannot be earned back. This time will be spent in reflection with a member of the teaching team. Pupils will use this opportunity to reflect on their behaviour choices, reflect on how to resolve the incident and reflect on the positive choices they can make next time.

When addressing inappropriate behaviours, the school adopts a restorative approach. During the reflection process at lunch times, teachers model the restorative approach to pupils. This is taken in an oral process and for older pupils forms a written practice. When discussing these behaviours with pupils, adults will use the key features of this approach. The reflections are kept in a behaviour folder for future reference.

- Reflect
- Responsibility
- Repair
- Reintegration

Restorative Questions

- What's happened?
- What were you thinking?
- How were you feeling?
- Who's been affected/upset?
- What do you need to do to make thing so better?
- How can we move forward?

Staff will model appropriate body language and use a calm and measured tone when talking to all children and adults in the school.

When talking to children, adults will also model good listening skills:

- Eye-contact
- Coming down to the pupils level
- Reflecting the conversation back to the pupil.

Remember:

- Take a deep breath
- Stay calm
- Maintain an even tone of voice
- Be aware of body language
- Use open questions to encourage discussion
- No one is to blame
- It is not about you

SANCTIONS

Inappropriate behaviour will initially be dealt with by any staff in school to ensure that pupils respect 'All'. Staff will always be fair, firm and vigilant with pupils in their care and any inappropriate behaviour will be dealt with calmly, effectively, consistently and speedily. It is important that all unsatisfactory behaviour is logged. This is completed using an online Google form which is accessible from all teacher login desktops.

Sanctions for inappropriate behaviour are consistent at Phoenix whether a child is in Year R or Year 6. We always begin with praise towards pupils modelling the desired behaviour. We use our Behaviour Script as a way of dealing consistently and fairly with inappropriate behaviour:

- Yellow Card – 5 minutes missed lunch play to 'reflect' on behaviour choices with an adult
- 2nd Yellow Card – 10 minutes missed lunch play to reflect.
- Red Card (for continued inappropriate behaviour choices or for serious aggressive, threatening or physical acts): Time Out. This will be given by the appropriate adult e.g. teacher, TA or adult on duty. Missed lunchtime play to reflect on behaviour. (supervised by a member of the teaching team)
- All red cards are reported to parents via an email home alerting them to incident that led to the sanction
- Half-day Internal Exclusion (supervised by member of SLT) – Senior Leadership
- Longer period of Internal Exclusion (supervised by member of SLT) – Headteacher
- Exclusion from school – Headteacher with agreement from the Governing Body.

Post-sanction, the session is a 'fresh start', however if a pupil persistently continues to make negative choices, the teaching staff will refer back to the behaviour script. For incidents deemed to be serious, the Deputy Headteacher and Headteacher will use their discretion regarding the most appropriate level of sanction. In all cases of inappropriate behaviour, pupils will be made to understand what specific action has caused the sanctions to be applied; this is referenced through the behaviour script.

Report Card

Should a pupil consistently demonstrate a lack of respect for the school rules and receive six 'reflections' across a term (we have 6 terms a year), they will be placed on '**report**'. Parents will be made aware as their child approaches the six sanctions (usually around sanction 3 or 4) and we work really closely with parents to support children's behaviour so they can focus on learning and do well at school.

Children on report must have their class teacher and the Head of House (green, purple, red or green house) sign-off their report card after every session before going out to play if they are demonstrating positive behaviour. Pupils and parents must also sign their report card at the end of each day, to acknowledge their behaviour for learning – be it positive or negative. At the end of the week, the report card will be reviewed with the Headteacher, Mr Johnson. At this point, he will make a decision whether a pupil will remain on report for another week or whether there has been enough of an improvement in both attitude and behaviour for them to come 'off report'.

Whilst a child is 'on report' they will have certain privileges removed. Children who cannot follow the basic school rules and behaviour policy cannot and will not represent the school on:

- School treat trips
- School competitions
- Specific school events

Once a pupil is 'off report' these privileges will be reinstated.

If a pupil fails to improve their behaviour and is on report to their Head of House for 2 weeks in a row, they will go on report to Mr Johnson personally.

Working together and maintaining an open-line of communication between parents and the school will support pupils demonstrate positive learning behaviours around school.

SEN

Pupils who are on the school's SEN register for Behavioural & Emotional difficulties may need something 'different from or additional to' the above Rewards and Sanctions in order to help them behave in an appropriate way in school. These children will have Individual Behaviour Plan (IBP) with specific Rewards and Sanctions. The planning of an IBP is always done by the SENCO in consultation with parents, pupils (where age appropriate) and the class teacher. An IBP will run for a short allotted time period and will be reviewed with the parents and child.

EXCLUSION

All children have a right to an education and as such, exclusion will only be considered as a last resort or when the safety of other pupils or adults in the school is threatened.

All pupils will be made aware that verbal abuse, physical abuse and threatening behaviour which not only compromises their own personal health and safety and learning but also the health and safety and learning of others in our school is not acceptable. This type of behaviour may result in fixed term or permanent exclusion.

Please see our separate Exclusion Policy.

PARENTS AS PARTNERS

Parents have a vital role in promoting good behaviour in our school and so effective home school liaison is important.

At Phoenix we give high priority to clear communication within the school and to a positive partnership with parents since these are crucial to maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in the school and their parents are aware of those concerns, and of the steps which are being taken in response. The class teacher has initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to parents and the SENCO so that strategies can be discussed and agreed before more formal steps are required.

We ask parents to:

- keep us informed of behaviour difficulties they may be experiencing at home;
- inform us of any trauma which may affect their child's performance or behaviour at school; and

The school will:

- promote a welcoming environment;
- give parents regular constructive and positive comments on their child's work and behaviour;
- encourage parents to come into school on occasions other than parents' evenings;
- keep parents informed of school activities by newsletters; and
- involve parents at an early stage when there are any concerns about their child

Where a pupil's behaviour is causing concern, parents will be informed and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further sanctions will be discussed with parents.

There may, on occasions, be a need for physical intervention by school staff when the safety of the pupil or others is at risk. Should this course of action be required parents will be advised of the action taken and the reason it was deemed necessary as soon as is practical after the incident.

THE PLAYGROUND

The playground is part of our learning environment. Play and lunch times should be happy, safe and relaxed occasions when pupils socialise and play together.

We have a set of simple playground rules. These are:

- listen carefully to instructions and follow them;
- play games that are safe and will not cause harm to anyone;
- walk carefully and sensibly when moving to and from our classrooms;
- be responsible about playing with equipment and looking after it;
- look after each other and help each other, especially if someone is hurt;
- stay out in the playground unless given permission to go inside

We also have set procedures for the end of play and lunch times. These are:

- when the bell rings at the end of play and lunch time everyone stands still and quietly;
- on the second bell ring pupils walk quietly and sensibly to their class lines;
- an adult will always accompany the pupils back into school.

By following these procedures our pupils return to their classrooms in a calm and orderly manner which means that our teaching and learning sessions are able to start promptly.

Our Teaching Assistants have a variety of tasks to carry out over the lunch time which include:

- encouraging pupils to play;
- teaching pupils new games to play;
- praising and rewarding pupils who keep our rules;
- reinforcing rules by reminding pupils who may be in danger of breaking them;
- correct rule breaking and invite pupils to make amends;
- intervening with mediation in pupils' disputes;
- giving preliminary first aid and completing any accident reports;
- listening to pupils' concerns and responding to their feelings; and
- ensuring an orderly end to lunch times by following the agreed procedures.

All Teaching Assistants have received onsite training to improve our lunch time provision and for them to create and have ownership of our lunch time playground policy.

CARE OF SCHOOL PREMISES AND SITE


Everyone at Phoenix is responsible for the care of the school premises and are encouraged to feel a sense of ownership and pride for their school.


INCLUSION

At Phoenix, we believe that everyone should be included and there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors.

APPENDIX A: Example Online Behaviour Log Reporting Form

Behaviour Log

 headteacher@phoenix-primary.kent.sch.uk (not shared)
[Switch account](#)

 Draft saved

* Required

Date of card: *

Your answer

Name of Pupil: *

Your answer

Year Group *

☐ Penguins R

☒ Pelicans 1

☐ Parrots 2

☐ Robins 3

☐ Ravens 4

☐ Flamingos 5

☐ Eagles 6

House Group

☐ Red

☐ Blue

☐ Green

☐ Purple

☐ Other:

Sanction *

☐ Red

☐ Yellow

☐ Yellow 2

Description of behaviour: *

Your answer

Reported by *

Your answer

Submit

Clear form

APPENDIX B: Behaviour Scripts



Phoenix Community
Primary School

BEHAVIOUR SCRIPT - Not Working



OPTIONAL INTRO: I noticed you are... (having trouble getting started/struggling to get going, wandering around the classroom, talking when you should be listening etc..)

You need to understand that every choice has a consequence.

If you make a positive choice & choose to do the work, that would be fantastic, and (*this will happen...* e.g. you will be proud of your work/ be out at playtime)

If you make a negative choice and choose not to do the work, then (this will happen.... E.g. You will complete it during playtime/lunchtime/it will go home)

Do you remember (yesterday when you worked hard on your early work ... when you had a fantastic maths lesson)
That is the NAME that I want to see today.

I'll leave you to make your decision. Thank you



BEHAVIOUR SCRIPT

Rudeness to adults/peers



You need to understand that every choice has a consequence.

I expect (to see you being polite & respectful to adults in your class/to me)

If you make a positive choice & choose to calm yourself and choose politeness and respect, that would be fantastic, and (*this will happen... e.g. you will be proud of your self-control*)

If you make a negative choice and choose rudeness then you will receive a yellow card and miss part of your break

Do you remember (yesterday when you said good morning to me, | were polite and respectful) That is the NAME that I want to see today.

I'll leave you to make your decision. Thank you

[if you have a departing comment of rudeness - don't initially respond- give them a minute] - if you subsequently have to give them a yellow card, do so with no/minimal amount of discussion.



BEHAVIOUR SCRIPT - General warning

OPTIONAL INTRO: I noticed you are... (having trouble getting started/struggling to get going, wandering around the classroom, talking when you should be listening etc..)

You need to understand that every choice has a consequence.

If you make a positive choice & choose to work/be respectful, that would be fantastic, and (*this will happen...* e.g. you will be proud of your work/ be out at playtime)

If you make a negative choice and choose not to do work/ be respectful, then (this will happen.... E.g. You will complete it during playtime/lunchtime/it will go home)

Do you remember (yesterday when you worked hard on your early work ... when you had a fantastic maths lesson)
That is the NAME that I want to see today.

I'll leave you to make your decision. Thank you



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BEHAVIOUR SCRIPT - Yellow & red card script



(most yellow cards should have the warning script and then a yellow given without decision)

Where there is no warning, use this 'sanction' script

You need to understand that every choice has a consequence.

It was the rule/school expectation ... (to not be physical, to not swear, to follow adult instructions) that you broke and has resulted in a red/yellow card

You have chosen to ... (lose your playtime/ 5 minutes/ 10 minutes)

Do you remember last week when you (got the positive note/behaviour certificate/ had a fantastic maths lesson)
That is the NAME who I need to see now.

Thank you for listening. I will see you back in class shortly/
please go down to Mr Johnson/Miss Town in a minute

(Leave them to give the pupil some 'take up' time - *unless a danger*).

APPENDIX C: Report Card

BEHAVIOUR REPORT CARD – PURPLE HOUSE – Mrs Lockwood

We work really closely with parents to support children's behaviour so they can focus on learning and do well at school.

Unfortunately, until further notice, your child will be **'on report'**. This is due to your child showing a consistent lack of respect for the school rules and the poor choices they are making and therefore having accumulated **6 'Reflections' (for either red or yellow cards) in a single term**. As a result of this external break-time and lunch-time play has been revoked for your child, on the premise they must earn them on a session-by-session basis.

The school day has been divided into 3 sections, as shown on the other side of this report card. In order to earn back their play, they must have their class teacher and the Head of Purple House (**Mrs Lockwood**) sign-off their report card after every session. Your child must also sign their report card at the end of each day, and you must do the same to acknowledge their behaviour for learning – be it positive or negative. At the end of the week, the report card will be reviewed with the Headteacher, Mr Johnson. At this point, he will make a decision whether or not your child will remain on report for another week or whether we have seen enough of an improvement in both attitude and behaviour for them to come 'off report'.

Please note that whilst a child is 'on report' they will have certain privileges removed. Children who cannot follow the basic school rules and behaviour policy cannot and will not represent the school on:

- School treat trips
- School competitions
- Specific school events

Once your child is 'off report' these privileges will be reinstated.

Head of House for 2 weeks in a row, they will go on report to Mr Johnson personally.

This report card is ultimately your child's responsibility to manage and look after; if your child loses this report card then they will not be able to earn any of their play or lunch-breaks for the remainder of the week, or come 'off report'.

Working together and maintaining an open-line of communication between yourself and the school will support your child's success. Thank you for your continued support.

PUPIL NAME: _____

Purple House: Mrs Lockwood

	Morning, Session 1: Class teacher comment	Signature required: 1. Class teacher 2. Head of House	Morning, Session 2: Class teacher comment	1. Signature of class teacher 2. Signature of head of house	Afternoon, Session 3: Class teacher comment	1. Signature of class teacher	1. Signature of child 2. Signature of parent or guardian
Monday	Break-time play earnt?	1. 2.	Lunch-time play earnt?	1. 2.		1.	1. 2.
Tuesday	Break-time play earnt?	1. 2.	Lunch-time play earnt?	1. 2.		1.	1. 2.
Wednesday	Break-time play earnt?	1. 2.	Lunch-time play earnt?	1. 2.		1.	1. 2.
Thursday	Break-time play earnt?	1. 2.	Lunch-time play earnt?	1. 2.		1.	1. 2.
Friday	Break-time play earnt?	1. 2.	Lunch-time play earnt?	1. 2.		1.	1. 2.

Signed: Mr Johnson _____ Child: _____

After reviewing this completed report card with Mr Johnson (Headteacher) and reflecting on your child's behaviour and attitude towards learning, the decision has been made to keep your child on report for another week/remove your child from report.