



PROMOTING POSITIVE BEHAVIOUR FOR LEARNING Policy

School Statement:

**Rookery is a safe, welcoming and helpful
community.**

**We take pride in our school and our achievements.
We value each other's contributions, culture and
ideas.**

**With reflection, resilience and respect we support
each other to become confident learners who
achieve our goals and demonstrate honesty,
trustworthiness, kindness and
hope for our futures.**

*This policy reflects the consensus of opinion of all staff and has the full agreement
of the governing body.*

July 2013

To be reviewed: Annually

Last Review: October 2020

To be read in conjunction with the Covid- 19 addendum

Addendum Approved

Governing Body

Date: 1st June 2020



Rationale – see Appendix 1

Our policy aims to develop a consistent approach which promotes a relationship of reflection, support and collaboration in the classroom. It also supports our goals of promoting self-awareness, independence and interdependence in our young people; aiding them to take responsibility for each other, themselves and their own behaviour.

The introduction of Assertive Mentoring (phased introduction in September 2014) will not only aid this process but will also serve to pull together all the key elements of school life, which includes attendance, punctuality, effort and homework.

Our policy clearly outlines our systems, strategies and opportunities to create a positive learning environment in which the children can successfully reach their potential.

Our policy is underpinned by the following principles:

- ***Collective responsibility***

We all take personal responsibility for the positive behaviour and learning climate of our classrooms

- ***Collective values***

We all take personal responsibility for participating in and taking note of school values and specific class values

- ***Collective voice***

We all share and negotiate our classroom values

- ***Collaborative thinking***

We all work together to support the positive behaviour and learning climate of our classrooms

See appendix 6 for the teacher's role in the development of these principles.

Strategies to achieve the principles - see Appendix 2



Golden rules

Each class will be responsible for developing a set of golden rules which support their learning opportunities and facilitate their relationships with one another. These rules should not be static but develop through the year as the children develop socially.

General classroom strategies – see appendix 3

Every teacher has a unique approach to classroom management and will use a range of strategies to ensure that pupils complete all work set.

In addition to this unique approach we will be using classroom dojo as a consistent tool across the school. This will enable all teachers to endorse the same values and principles with all children.

Classroom dojo is a crucial element of the Assertive mentoring program.

Using classroom dojo and the Assertive mentoring categories, pupils will have to achieve 10 points a day – 50 points a week will result in negotiated golden time.

Over 55 points a week will also lead to a Bronze award. Bronze awards will be collected for 12 weeks and once all the children have 12 bronze awards there will be a negotiated group reward. This will then move on to silver and gold rewards.

Assertive mentoring

Assertive mentoring is an approach which will promote positive behaviour for learning and a positive attitude in our pupils.

In this approach teachers become coaches to their pupils; enabling them to make positive decisions which enhance and empower their learning.

As a coach, teachers will recognise the present needs of the child and skilfully enable the pupil to recognise and implement the next successful step.

Assertive mentoring pulls together;

- Achievement
- Attainment
- Attitude

In doing so it highlights all the important aspects of school life and how they impact on a child's progress. It will also enable Rookery to promote aspects such as participation, which is an important part of Rookery's offer to the children.

Monitoring assertive mentoring – see appendix 4a

Pupil conferencing

Pupil coaching sessions will happen 3 times a year. In the coaching sessions all children will have an opportunity to reflect on the positives of their learning journey and the teacher as coach will have the opportunity to support the pupil's



understanding of the next steps of their journey. The coaching session should result in a positive exchange of information which enables the pupil to be empowered to

participate, take responsibility for their learning journey and confidently contribute to their own success and the success of their peers

Consequences and support - see Appendix 4

In order to have a successful learning community we have to be fair and consistent in our use of consequences and seek out appropriate support where necessary.

Dealing appropriately with 'unacceptable' behaviour

- We make sure that children know in advance that if they do not follow the rules then certain consequences will have to be enforced.
- There are constant reminders and acknowledgements of positive behaviours.

It is important that while consequences are being used the children should still be given the opportunity to 'choose appropriate behaviours'.

The structure and sequence of our consequences are designed in such a way as to allow the opportunity for discussion and review between teachers, parents and pupils so that hasty or ill-informed decisions can be avoided.

Any incidents referred to Phase Leaders or the Head Teacher will be recorded.

WARNING by class teacher/adult in class
Reminders with clear choices offered (3 times) /negotiation
Remind children of rewards implications



1st CONSEQUENCE
Receive needs work dojo point
Playtime detentions/sent to spend time on another table
If persistently having to use 1st consequence –
pastoral forms must be completed



2nd CONSEQUENCE
Remove from learning opportunity to cool down.
Teacher to choose appropriate time to talk through behaviours /



Place temporarily in another classroom. Pupil informed that parents will be informed.



Class teachers to have an
INFORMAL CHAT(s) WITH PARENTS/CARER AFTER SCHOOL

If inappropriate behaviour persists:-

CONTACT PHASE LEADER
Inform of previous actions taken: both decide if a word from
Phase Leader will suffice
Appropriate support put in place



**Phase leaders have chat with parents with informal
action plan put in place to support child**



**CONTACT BEHAVIOUR COORDINATOR/LEARNING MENTOR
TO DISCUSS CONCERNS**
Child placed on 'Yellow Card' monitoring for 6 weeks
With regular reviews. Mentor to identify needs and put programme of
Support in place.
See list of Learning mentor interventions - appendix 7



Pastoral Support Plans (PSPs). See appendix 5

These plans are drawn up when a child has been identified with an Emotional, Behavioural or Social difficulty and is part of the process to avoid exclusion. The child and parent/carer will be involved in the writing and regular reviewing of the plan.

PSPs will be reviewed regularly to decide:

1. Successful outcomes
2. Continue with PSP support
3. Consider statutory assessment leading to involvement from external agencies or a statement



Exclusions

It is important to consider taking this action very carefully and should be used as an absolute last resort.

Through discussion with parents the following steps should be taken:-

1. Parent(s) invited in to talk about the situation and action plan is reviewed or put in place for the child
2. If the above fails then the child will be fixed term excluded from school in which case parents will be officially informed by letter and there will be a formal meeting with parents/carer.
3. If the above fails then the child will have to be permanently excluded.

Government guidelines for fixed term and permanent exclusions will be followed including following new guidance from Sept 2020

Wilful and repeated transgression of protective measures in place to protect public health