



Behaviour Policy

Date Policy was formally adopted	September 2018
Review Date	September 2021
Chair's Name	
Chair's Signature	

Core Values

Respect

Enjoyment

Care

Confidence

Challenge



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

Some parts of this policy have been written specifically for children, other parts are for adult guidance. However there are four key principles which underpin the policy.

THE KEY PRINCIPLES OF BEHAVIOUR MANAGEMENT

1. Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

3. Being Assertive

- We believe we all have rights - teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

4. Being Consistent

- No matter who deals with an incident the way in which it is dealt with and the rewards/sanctions should be consistent
- All staff and pupils should be aware of how behaviour will be dealt with
- Pupils and staff are afforded respect and dealt with respectfully



RODINGS PRIMARY SCHOOL BEHAVIOUR POLICY

THE AIMS OF THE PUPIL BEHAVIOUR POLICY

- To support the educational and other aims of the school.
- To contribute to the ethos of the school.
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To create a safe predictable working environment in which all children can learn positive social behaviour.

OUR SCHOOL RULES

Respect	Enjoyment	Care	Confidence	Challenge
We are RESPECTFUL to everyone	We are considerate of others and make sure everyone ENJOYS themselves	We are CARING towards all	We treat people in a way that builds their CONFIDENCE	We work hard in lessons and CHALLENGE ourselves

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

“Praise, recognise and respond”

We believe that praise is the most powerful form of influencing children’s behaviour but where we feel a pupil has gone ‘over and above’ there are various ways this will be acknowledged.



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

REWARDS

CORE VALUES		
Individual	Group	Over and above
Certificates Learning Legends Science Stars Manners Cup Stickers Attendance Certificates End of Year Cups	House Points - awarded for team work, group effort, sporting events in house and within DEEP. Can be awarded from Paris to whole class awards.	Headteacher postcards Teacher postcards Recognition board - Positive praise sent home - Class Dojo/phone calls Hot Chocolate Friday for one pupil per class - celebrated in Friday's celebration assembly
Proud Board - recognition of out of school achievements		

RECOGNITION BOARDS

MANNERS

Top table at lunchtime - invited to have lunch with Mr Raraty - twice a half-term - Kitchen and MDAs to pick

CELEBRATION ASSEMBLY

Celebration assembly takes place every Friday morning. This is a chance to celebrate the effort and achievements of those in the school community. We will celebrate the following

- Class award - one person is chosen each week sit at the front and they will be celebrated for a particular achievement. They will have been nominated by their class teacher, an LSA or the class. Reward = class certificate and Hot Chocolate Friday invite
- Headteacher award(s) - one person will be awarded each week with a Headteacher award. Reward = Headteacher certificate and Hot Chocolate Friday invite
- Certificates - any certificates achieved that week
- Out of school successes
- Birthdays
- House points



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

SANCTIONS - DELIVERING THEM WITH DIGNITY

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson

THE THREE STEPS

STEP ONE: THE NUDGE

For the vast majority of our children a gentle reminder or nudge in the right direction is all that is needed. Pupils who continue to behave badly must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved in the right way and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. At Rodings adults deescalate skilfully.

STEP TWO: THE WARNING

A clear verbal warning directed at the child making them aware of their behaviour and clearly outlining the consequences. Children will be reminded of their good previous good conduct to prove that they can make good choices. If behaviour does not improve then...

STEP THREE: THE CAUTION

A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining what the consequence will be. The sanction is most likely to be alternative provision at break or lunch time, but if appropriate a fixed term internal exclusion.

THE TIME OUT (*if appropriate*)

- The child is directed to leave the classroom for a short period of time and go to an appropriate location depending on the time of day and staff in class. In the case of early years, the child will go to a thinking chair within the setting.
- The child should not be escorted to the time out classroom by a member of staff. However, staff should use their professional judgement and if it is felt necessary for child may be escorted to the time out classroom.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the child returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the child is not ready to return to class, the class teacher can arrange for the child to work in a parallel class for the remainder of the session.



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

If the step above is unsuccessful, or if a child refuses to go to time out, then, the behaviour support worker or learning mentor will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out then the member of SLT on duty will be called to support.

Refusal to engage with the time-out process may result in the child being placed in an internal exclusion within school. In this instance the parents/carers will be informed and expected to come into school to support with the management of their child's behaviour.

As part of our restorative approach to behaviour management, the adult sending the child to time out will meet with the child as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.

All incidents are recorded on the appropriate behaviour incident form which is kept by the class teacher.

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the child to readjust his/her behaviour.

For the vast majority of children a time out provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we behave in our school. They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

RESTORATIVE CONVERSATIONS

For real change to take place it is essential that the perpetrators face up to their own responsibilities in a realistic and reflective manner. This may take the form of 'restorative conversations' with the adults working in the class or with a member of the Senior Leadership Team. These may occur during morning play or lunchtime. In cases where a child does not respond positively to the restorative approach, or where appropriate, they might incur a sanction such as exclusion from the playground for the duration of break (15 mins) due to continued negative choices made during lessons or on the playground.

ALTERNATIVE PROVISION

This is organised by the SLT and supervised by staff. Children must have had a restorative conversation before missing out on their break so that they are fully aware of what they have done. This will be for during breaktime. Children should only be sent to the Headteacher (or to sit outside his office) if they are required to have a restorative conversation with him.

BREAK AND LUNCHTIME INCIDENTS

If a child commits a minor incident (see list below) they will be given a time out in the designated area. If they commit a serious incident then a member of SLT should be sought and told what has happened.



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

INTERNAL OR FIXED TERM EXCLUSIONS

If a serious incident occurs, (see appendix for incident forms), the Senior Leadership Team (SLT) may decide that a pupil should be excluded from the classroom and playground for longer periods of time and asked to work in another class. This can happen from between half a day and up to 5 days. The child may also be excluded from eating their lunch with their peers. Pupils may also be excluded from the school for a 'fixed term' or permanently, for disciplinary reasons – see full Exclusion policy for details. Parents must be informed of any internal exclusion and given the reasons why and how long it will last.

CONSEQUENCES

<p><u>Low Level Disruptions</u></p> <p>Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:</p>		<p><u>What to do</u></p> <p>Follow the three steps above</p> <p>Sanction:</p> <ol style="list-style-type: none"> 1. Time out (<i>if break/lunchtime</i>) 2. Restorative conversation
<p>In class</p> <ul style="list-style-type: none"> ● Swinging on a chair ● Repeatedly tapping pencil ● Shouting out ● Making unnecessary noise ● Work avoidance ● Inappropriate verbal responses ● Anything that interferes with the 'flow' of the lesson 	<p>Around the school</p> <ul style="list-style-type: none"> ● Overly aggressive play ● Silly behaviour ● Being rude ● Arguing 	
<p><u>Serious Incidents</u></p> <p>In our view a 'serious incident is defined as one of the following:</p> <ul style="list-style-type: none"> ● Swearing ● Deliberate and malicious physical violence towards another person ● Stealing ● Deliberate and provocative racist comments ● Refusal to cooperate with a member of staff ● Running away ● Rudeness or insolence to a member of staff ● Deliberate damage to property ● Sexual harassment ● Bullying ● Persistent low level disruptions (after warnings) 		<p><u>What to do</u></p> <p>Where a child has committed a serious incident they should be brought to a member of the SLT.</p> <p>Sanction:</p> <ol style="list-style-type: none"> 1. Missing some/all of their free time 2. Restorative conversation <p><i>If appropriate</i></p> <ol style="list-style-type: none"> 3. Internal exclusion 4. Fixed-term exclusion



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

VULNERABLE PUPILS

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

At Risk Children (ARC) meetings will be held weekly to help SLT track and create a prompt response for vulnerable pupils. If a pattern of amber and/or red cards begins to emerge, staff will begin a series of interventions.

Parents will be sent a letter to inform them that the school has concerns about their child's behaviour. The SLT/HT will discuss with parents, strategies to further support their child's behaviour. These may include:

- Behaviour Support Plans
- Support from the Behavioural Education Support PRU Outreach Team.

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

MONITORING OR TRACKING BEHAVIOUR

Behaviour incidents are mainly logged by reporting on My Concern. Incidents will also be discussed with the class teacher.

Mr Raraty and Mr Crawley will monitor behaviour incidents through My Concern and if needed help with behaviour strategies.



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

APPENDIX ONE - OUR VISIBLE CONSISTENCIES

Respect

- Meet and greet - all children are greeted at the door with a smile and warm welcome every day.
- Positive interactions
- Manners - staff and pupils engage with each other politely and respectfully
- Voice - appropriate tone and language modelled by all adults (no shouting)
- Everyone in our school community is valued and their differences celebrated

Enjoyment

- Moving around school - calm atmosphere
- Purposeful learning environments that follows school expectations
- Golden Time - all children to earn their time each week

Care

- Kindness and compassion
- No whole class punishments
- Ensuring that feedback and comments are constructive and helpful

Confidence

- True listening - giving everyone the chance to speak and share

Challenge

- Recognition Boards
- Over and Above - no rewarding what is expected
- We have high expectations of what can be achieved
- Work effort is valued



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

APPENDIX TWO - BEHAVIOUR TOOLKIT

- Always wait for silence before talking to the whole class - develop strategies for this
- Always be relentlessly polite
- Separate the behaviour from the person
- Focus on the primary and not the secondary behaviour
- React from the head and not the heart - emotions cloud rational thoughts
- Avoid confrontation if possible - deescalate the situation
- Do not shout at children
- Control your voice (tone and pitch)
- Be consistent but not rigid - apply rules fairly
- Personalise your teaching
- Know when to be flexible and when to walk away
- Set clear boundaries and warn students before they reach them
- Always provide pupils with a choice to behave correctly
- When needed use the verbal toolkits (*see below*)
- Intervene early - be vigilant
- Know what support is available. Use it!
- Firm but fun
- Give clear, short explicit instructions with eye contact - move away - praise when pupil complies
- Rather than using please, use thank you at the end of any direction
- Deliberately ignore low level behaviour and praise others who are doing the right thing
- Provide choices
- When...then...
- 'What?' Instead of 'why?'



RODINGS PRIMARY SCHOOL BEHAVIOUR POLICY

APPENDIX THREE - INTERVENING

INTERVENING

1. Reminder - a little check
2. Warning - Be careful with your next move
3. Last Chance - 30 second intervention script
4. Timeout - outside or elsewhere
5. Repair - Restorative Five

30 SECOND INTERVENTION

- I noticed you are...*(having trouble getting started/struggling to get going/wandering round the room)*
- It was the rule about...*(lining up/staying on task)* that you broke.
- If it doesn't change you will have to...*(move to the back/catch up at breaktime)*
- Do you remember last week when you...*(produced that excellent piece of work)*
- That's who I need to see today.
- Thank you for listening.



RODINGS PRIMARY SCHOOL BEHAVIOUR POLICY

APPENDIX FOUR - RESTORATIVE CONVERSATION

RESTORATIVE 5 - This should be with the adult involved/class teacher

Pick five from the list below

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should you do to put things right?
8. How can we do things differently in the future?



RODINGS PRIMARY SCHOOL BEHAVIOUR POLICY



RODINGS PRIMARY SCHOOL BEHAVIOUR POLICY

First timeout

spoken to by adult sending child for timeout



Second timeout

spoken to by class teacher

parent informed by Class Dojo at end of day



Third timeout

spoken to by class teacher and phase leader

parent informed by phone at end of day

loss of breaktime to catch up work



Fourth timeout

parent informed A.S.A.P

same day meeting with class teacher & DHT/HT

work in isolation for remainder of day

loss of break and/or lunchtime



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

Each new session during the day presents an opportunity for children to have a 'fresh start'. If children are repeatedly reaching high level classroom sanctions senior leaders will support class teachers to create a behaviour plan. Parents/guardians will be expected to support this plan at home. Class teachers are responsible for the behaviour plan with the full support of senior leaders.

However, it is recognised that for some children further sanctions may need to be used;

As a school community in September 2015 we identified a group of serious behaviours that we believe have no place within our school or the society outside of school for which we are preparing our children.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- *serious physical assault on any member of the school community*
- *deliberately urinating on another person*
- *demonstrating inappropriate sexualised behaviour*
- *stealing from another person or school*
- *leaving school grounds without permission*
- *deliberately spitting at another person*
- *bullying in any format*
- *throwing objects with the intention to harm or hurt someone*
- *the use of homophobic or racist language*

Any of the Incidents above will, in the first instance, result in an immediate internal inclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit with the final decision being made by the Headteacher, and in his absence, the Deputy Headteacher.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.