



Behaviour Policy

Date Policy was formally adopted	December 2022
Review Date	December 2023
Chair's Name	Steph Green
Chair's Signature	

Core Values

Respect
Enjoyment
Care
Confidence
Challenge



RODINGS PRIMARY SCHOOL

BEHAVIOUR POLICY

THE AIMS OF THE 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.

Much of our work is focused on building and developing positive relationships with children. The following is a list of strategies we use to build positive relationships. This list is by no means exhaustive:

We make a determined and conscious effort to:

- Greet and be greeted by name – staff take the initiative;
- Initiate conversation – make time to chat with children;
- Smile, build empathy – try to understand the child's point of view, how they might be feeling;
- Use humour – it builds bridges;
- Keep calm – it reduces tension;
- Listen, it earns respect;
- Voice - appropriate tone and language modelled by adults
- Avoid confrontation if possible - deescalate the situation
- Not shout at children
- Say thank you, we all appreciate it;
- Always provide pupils with a choice to behave correctly
- Say sorry when we get it wrong – we are all human;
- Bring up topics which may not be academic but which interest children;
- Find something to like about all pupils;
- Look out for pupil resourcefulness, we all need to feel good about ourselves;
- Value pupil efforts as much as their achievements, often we do not experience big changes but small steps in the right direction and we need to notice these.
- Golden Treats - Once a class has reached one hundred points they earn a class reward
- Feedback - feedback given in lessons are constructive and helpful

We set out each day to create a learning environment which supports all learners, things do go wrong and people make mistakes. The following outlines how we as a staff reward what is good and ensure that sanctions are administered fairly and consistently when mistakes are made.



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THE KEY PRINCIPLES OF BEHAVIOUR MANAGEMENT

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 are 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.

Being Positive

- Parents and Carers need to be as fully involved as possible.
- We 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.

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 will 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 must 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



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A POSITIVE CONSISTENT APPROACH

At Rodings Primary School, we have a positive approach to behaviour, recognising, rewarding, celebrating and praising good behaviour.

At Rodings, children are encouraged:

- To celebrate who they are and to reflect on their talents and gifts.
- To think about their rights and responsibilities.
- To understand that other people's rights can only be respected if they behave responsibly.
- To understand the difference between control and discipline. When children are controlled they do not behave badly because they are afraid of the consequences. When children understand self-discipline, they behave well because they know it is the right way to be.

We aim to provide children with:

- A warm, positive and affirming environment in which to learn;
- Positive rules which are known and understood by all
- Real opportunities for reconciliation.

OUR SCHOOL RULES

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.

We are respectful	We are safe	We are ready to learn
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VISIBLE CONSISTENCIES

It is important to be visibly consistent when dealing with positive and negative behaviour. This is what will make behaviour a success at Rodings.

Below is a list of examples which we endeavour to do:

- Treat everyone in our school community with kindness and compassion
- Meet and greet - all children are greeted at the door with a smile and warm welcome every day.
- No whole class punishments
- Recognition Boards in every classroom
- Recognition of 'over and above'
- Moving around school in a calm manner, creating a calm atmosphere
- Interacting with each other in a positive manner
- Staff modelling the behaviour and manners we expect from the children
- Rewards are delivered by all staff in a consistent manner
- Sanctions are delivered in a calm manner which is polite and respectful
- Restorative conversations are held by the member of staff who initially dealt with an incident



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POSITIVE REWARDS FOR GOOD BEHAVIOUR

CORE VALUES		
Individual Rewards		Whole Class Rewards
<u>Short-Term</u> Verbal praise House Points Stickers <u>Long-Term</u> Certificates Learning Legends Science Stars Manners Cup Top Table End of Year Cups	<u>Special Acknowledgement</u> 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	Class Points - Golden Treats
Proud Board - recognition of out of school achievements		

RECOGNITION BOARDS

Every class has a recognition board where positive behaviour is noted and praised.

GOLDEN TREATS

Each class has the opportunity to earn 'class points', once the agreed target/amount of points has been earned they class will receive a 'Golden Treat'

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 and 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.
- Headteacher award(s) - one person will be awarded each week with a Headteacher award. Reward = Headteacher certificate and Hot Chocolate
- Certificates - any certificates achieved that week
- Out of school successes
- Birthdays
- House points



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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

1. 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 aim to deescalate skilfully.

2. STEP TWO: THE WARNING (30 SECOND INTERVENTION)

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 previous good conduct to prove that they can make good choices. The following script is used by staff:

- 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.

If behaviour does not improve then...

3. 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 (missing some of their free time - one minute for every year they have attended school. E.g. Year 5 = 5 minutes). The sanction is most likely to be alternative provision at break or lunch time, but if appropriate a fixed term internal exclusion.

EARLY YEARS FOUNDATION STAGE

Staff in the Early Years Foundation Stage follow a slightly different approach when dealing with behaviour. If a child needs a caution then they will be sent straight away to the class 'thinking spot' to reflect upon their actions. We believe that due to their age, the child needs a consequence as close to the time of the incident as possible.



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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 spot 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 the child may be supervised by a member of staff.
- 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.
- 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.
- 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.

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. The member of staff who dealt with the incident should follow-up with a restorative conversation.



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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 (one minute for year they have attended school e.g. Year 2 = 2 minutes) due to continued negative choices made during lessons or on the playground.

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.

The following questions are examples of questions asked during the conversation

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?

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> <ol style="list-style-type: none"> 1. Time out 2. Restorative conversation 3. Missing some (1 minute for each school year) of their break/lunch time (if appropriate)
<p>In class examples:</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"> • Aggressive play • Silly behaviour • Being rude • Arguing 	



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<u>Serious Incidents</u>	<u>What to do</u>
<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, homophobic and sexist 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>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 time2. Restorative conversation <p><i>If appropriate</i></p> <ol style="list-style-type: none">3. Internal exclusion4. Fixed-term exclusion

In the case of the need to escalate an incident and a member of SLT is needed, in the first instance the following member of the Senior Leadership should be sought:

- If the child is from EYFS or Key Stage 1 - Lower Key Stage 2 Senior Leader
- If the child is from Lower Key Stage 2 - Upper Key Stage 2 Senior Leader
- If the child is from Upper Key Stage 2 - Key Stage 1 Senior Leader

In the situation that an incident needs to be escalated further, or in the situation of continued persistent behaviour then the matter should be escalated to the Headteacher or Deputy Headteacher.

BEHAVIOUR REPORT CARDS

If teachers become concerned about a pupil's behaviour pattern their parents will be invited to school to discuss the matter and the child will go onto a green report card. This will be filled in each day by the class teacher and sent home each evening for the parent to see. Children will remain on a green report card for 2 weeks. If behaviour is consistently good they will be taken off the report card. If there are continued incidents of inappropriate behaviour then a child will move to a blue report card for 2 weeks. If behaviour is good they will then move back to the green report card and finally be removed from the report card. If behaviour does not improve then the class teacher will write a Behaviour Improvement Plan for the child and this will be closely monitored.

In the event of a child being seriously violent to another child or adult, the parents will be sent for immediately and may be asked to remove the child from school for the remainder of the day or week to prevent further incidents and point out to the child the seriousness of his/her actions.

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



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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.

REPORTING TO PARENTS

It is expected that the class teacher will report 'Serious Incidents' to parents, unless agreed upon by a member of the Senior Leadership Team

MONITORING OR TRACKING BEHAVIOUR

Behaviour incidents are mainly logged by reporting on Arbor. It is expected that the member of staff who addressed the behaviour in the first instance will report the matter on Arbor. If needed support will be given by the class teacher.

Incidents dealt with by other members of staff will also be discussed with the class teacher.

The Headteacher and Deputy Headteacher will monitor behaviour incidents through Arbor and if needed help with behaviour strategies.



Appendix A - Classroom Poster



If you go Over and Above, we will...

In lessons

Praise you

- Give you House Points
- Put stickers in books
- Put your name on our recognition board
- Give you an 'Over and Above' certificate
- Make you a Learning Legend (KS2)

Special Awards

Headteacher Certificate

If you are celebrated in our Celebration Assembly you get invited to Hot Chocolate

Friday
Top Table
Manners Cup
Science Stars
Effort Cup Award



Golden Treat

Once your class has earned 100 class points you will get your class GOLDEN TREAT!

If you don't keep to our school rules we will...



If you are being disruptive we will...

The Three Steps

Nudge

We will give you nudge to get you back on track.

Warn

We will make you aware of your behaviour and explain the consequences if you continue.

Caution

You will now have to miss some of your break/lunch. You may also be given a timeout before rejoining the class.

If you are involved in a

Serious Incident

you will have to explain your behaviour with a member of the Senior Leadership Team, who will give you your consequence.

Swans & Flamingos - **Mrs B**

Toucans, Parrots & Penguins - **Mr Wright**

Goslings, Doves, Hummingbirds, Kingfishers & Kookaburras - **Mrs Oakley**

If necessary you will have to talk to Mr Crawley or Mr Raraty

Restorative Conversations

You will be expected to have a conversation with the member of staff who had to speak to you, where you will have chance to reflect upon your actions.





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Glossary of Terms and Abbreviations

Term/Abbreviation	Meaning
EYFS	Early Years Foundation Stage
SLT	Senior Leadership Team
Ofsted	The Office for Standards in Education