

RUSHEY GREEN PRIMARY SCHOOL



BEHAVIOUR POLICY

Approved by: Ruth Pott-Negrine

Date: May 2020

Signed:

Last reviewed on: May 2016

Next review due by: September 2021

Introduction

Positive Behaviour is a necessary part of the provisions we make in Rushey Green Primary School to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

Aims of the Behaviour Policy

- To encourage a calm, purposeful, productive and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements are value
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose
- To help children to develop the self-regulation, discipline and motivation needed to succeed and achieve in our society.
- To develop a strong sense of self value and a commitment to upholding the moral and social values of our society.

Teaching Positive Behaviour

At Rushey Green we believe that the promotion of positive behaviour in children stems from:

- **Independence and organisation**
- **Fairness**
- **Positive self-image and High self-esteem**
- **Co-operation with adults**
- **Motivation**
- **Collaboration with other children**
- **Reflection and self-control**
- **Sociability**
- **Attention**
- **Empathy**
- **Perseverance**
- **Honesty**

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities.

They can be taught within the classroom, but also throughout the school day by:

- Staff teaching and modelling the skills and abilities directly;
- Setting appropriate boundaries for children's behaviour Showing empathy and understanding of children;
- Listening to children;
- Showing respect and understanding to everyone in the school community;
- Providing feedback in an informative way to children;
- Using positive consequences to encourage the learning of appropriate behaviour;
- Using negative consequences to discourage the learning of inappropriate behaviour;

- Reinforcing the skills and abilities through assembly and circle time;
- Positive consequences to promote good behaviour;

We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile;
- Praise;
- Showing work to another teacher and to members of the Leadership Team;
- Star Charts;
- Certificates;
- Positive letter or telephone call home;
- Displaying work;
- Positive and constructive comments written on the child's work;
- We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards.

In order to recognise behaviour that goes beyond that which would be expected, we use the following strategies to promote good behaviour:

Star of the day

At the end of each day the teacher leads a discussion about who should be the star of the day and one child is chosen to have a certificate to go home with. In KS2 it could be that the previous day's winner leads the discussion and chooses the day's star of the day.

Celebration assembly & Star Certificates

Each week a celebration assembly is held. Each teacher chooses two children in their class for a star certificate; this is presented to the children in front of the whole school and published in our school newsletter.

Recognition Board

Each classroom has a recognition board and the teacher chooses six different behaviours, qualities and values to promote within the class. When a child displays a behaviour, quality or value from the board, their name is placed on the value displayed and they are praised by the teacher. This means that the attention is focused on positive behaviours. The behaviours, values and qualities are chosen based on what the class need to develop.

Headteacher rewards

Children who have completed outstanding pieces of work may take that work to SLT after afternoon registration for a special well done and a sticker.

School rules and class contracts

Our Calm school code

Our school rules are discussed with pupils at the beginning of each academic term, and regularly throughout the school year. These form the basis of the calm school code.

- Act kindly
- show respect through actions and dialogue
- Speak nicely
- Work hard

- Listen carefully
- Move calmly

These rules are displayed prominently throughout the school and in each classroom. They are regularly addressed during Circle Times and Assemblies. All children are expected to follow this code and all adults are expected to provide children with outstanding models of these behaviours.

Classroom rules

At the beginning of each school year the teacher will discuss with the children their rights and responsibilities. This will then be developed into a set of agreed classroom rules that aim to protect individual rights and remind us of our responsibilities they have to protect other people's rights.

The rules will be named based on the calm school code.

The rules are written in a positive way that describes the required behaviour as well as detailing the behaviours that are not wanted.

The rules are phrased in a series of sentences positively and negatively using the collective pronouns us, we, our etc. e.g.:

Show respect through actions and dialogue - *"In our class we think carefully about the words we use. We say the right things in the right way to make people feel good about themselves and solve problems calmly and peacefully. We do not use unkind words, inappropriate language or angry voices."*

These rules are signed by all members of the class and copies are included in the year group booklets which are sent to parents in Term 1. The rules are displayed prominently in the class and referred to frequently throughout the year.

Absconding from School

If a child runs away from the school premises the staff will assess the situation and decide:-

- That the child can be retrieved and returned to school safely and successfully - This would be the most common action for younger children.
- That it would be safer not to follow a child and therefore prevent a chase which could possibly cause the child to run into danger e.g. crossing a road. This would probably be the most common occurrence for an older pupil.
- Parents and then Police would then be informed immediately.

Physical restraint

In extreme circumstances where a child is a danger to themselves or others, restraint procedures (Team Teach) will be implemented for the health and safety of themselves, other pupils and staff. Only trained staff should restrain a child unless there is immediate danger to health.

Legislation

Section 93 of the Education and Inspections Act 2006 allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils (see paragraph 5 below), to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Injuring themselves or others;
- Causing damage to property (including the pupil's own property);
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Children requiring behaviour support

Children, who have difficulty with meeting the behavioural expectations despite the conscientious, consistent and caring application of this behaviour policy, will be supported in order to help them to do so. Where the support has been ineffective and little progress has been made, children may be identified as having a Special Educational Need and be placed on the Special Needs register. Initially a Behaviour Support Plan (BSP) will be drawn up. This meeting will involve the SENDCo and the class teacher and the parents/carer of the child. This meeting will identify triggers and proposed improved responses. This meeting will normally result in a monitoring system to see if the agreed actions have been successful. It should run for 4 weeks. A Behaviour support plan will capture this information. This process will be led by the SENCO and the Deputy Headteacher with support from the Headteacher.

Exclusions

These are given in accordance with the 2017 DFE guidance [Exclusion from maintained schools, academies and pupil referral units in England](#) and only at the discretion of the Headteacher. They are only given as a result of a very serious breach of the school's rules or similar. Each serious misdemeanour will be considered, and exclusion will depend on the severity and frequency.

Pupils' conduct outside the school

Under the Education and Inspections Act 2006 schools have the statutory power to discipline pupils for misbehaving outside the school premises. The school will respond to any incidents of pupils misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school. Examples of unacceptable behaviour outside the school may include when a child is:

- Taking part in any school-organised or school related activity;
- Travelling to and from school - wearing school uniform - In some other way identifiable as a pupil at the school;
- Or misbehaviour that: Could have repercussions for the orderly running of the school - Poses a threat to another pupil or member of the public - could adversely affect the reputation of the school.

Searching Pupils

School staff can search pupils with their consent for any item that is banned by school rules. Senior leadership team have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs or stolen items.

Pupils with SEND

This behaviour policy acknowledges the school legal responsibilities under the Equality Act 2010 in respect to pupils with SEND.

Allegations of Abuse against Staff

Any allegations of abuse that are made against staff will be taken seriously and dealt with quickly and fairly in accordance with the schools Child Protection and Safeguarding Policy. Following any false allegations the pupil will be sanctioned and this may include a fixed term or permanent exclusion.

Responsibilities

Staff Responsibilities

- There is an expectation that all adults working within the school are able:
- To treat all children fairly and with respect
- To help all children to develop their full potential • To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy
- To adhere to the home/school contract

Parents' Responsibilities

- Parents and carers have an active part to play in shaping the behaviour of their children and are, therefore, expected to support the school's Positive Behaviour Policy.
- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules
- To adhere to the home/school contract

Children's Responsibilities

- To follow the 'calm school code' and classroom rules.
- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others
- To adhere to the home/school contract

In-Service Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training. We work with a range of external partners to undertake training and to support our children.

Appendix 1

i. Effective management of behaviour

Low-level behaviour issues are dealt with in the following ways and before sanctions are implemented:

- The look! “Paddington bear stare” raised eyebrow, quizzical
- “Pause” direction. Is that the right choice? Are you helping other or yourself learn? “I’d like you to think about what you’re doing”
- Rule of three strategy. Quietly “stop tapping your pencil” then walk away and repeat x3. If it doesn’t happen then “I will come back and speak to you later.”
- Choice Direction “you can choose to keep talking and miss break or you can get on with your work and enjoy having break time with your friends” –then give space to avoid confrontation. You can either sit on that chair or that chair. (To someone walking around) “Would you like me to work with you or work on your own?”
- Tactical ignoring (to another child) “oh well done Johnny I love your writing.” In effect this means: I have noticed you are doing that but I am teaching so I am not getting involved now. Go back and deal with it when not in front of the class to save “face” for miscreant.
- Partial agreement- I think that if you stop banging the pencil and get on with your work then you will be in line to earn your table a point.
- When.....Then direction “When you stop banging the pencil then I can work with you normally”
- Positive phrasing/Avoiding questions Don’t use too many “YOU” Avoid why are you doing that better if “it makes life easier for everyone when there are no pencils being banged.”
- Rule reminder: That’s not what we do, we sit quietly in class. ☑ Take Up time - Give time to make right choice, it would be great if you were using that pencil properly by the time I got back to your table.
- Cool Off time: Do not get in children’s zone when you have just won a small battle. Find some reason to give praise the next time your paths cross.
- Form a positive relationship with wider school characters: When you meet some of the children who seem to find school difficult take time to speak with them, make them feel valued by you. It may be next year that they are in your class and the trust they feel with you will be repaid across the year. Or it may be that they are calmer in your presence if they are cross.

Staff will use a range of strategies to ensure that children are given every encouragement to keep the classroom rules. However persistent rule breaches will require the use of consequences. This progresses through a number of stages.

ii. Managing Time Out

Aim

The aim of time out is to allow the children to take time away from the class calm down and consider their behaviour and the impact it has on others and to make a positive decision to make better behavioural choices upon their return. After a period of time they will be invited to re-join the class and make any apologies that are necessary.

Each class will have a table and/or set apart from the rest of the class where the child can sit for the duration of time out. If possible children should have their back to the rest of the class. They will remain in this place for 5 minutes after which they will be invited to re-join the class and make

apologies as necessary. Incidents of yellow cards are recorded on the pupil's profile on CPOMS. A sand timer or other calming visual should be used.

iii. Positive adult language

- Use the language of choice and consequence: (Well done – Good choice Samira. You sat down. Move your name up. Or Samira that is not a good choice. In our school we have consequences for poor choices. I am afraid you will have to move your name down)
- Minimise language around correction - name, direction, thank you ('Samira, put the pen down. Thank you')
- Is there anything I could do that would help you to manage your own behaviour better? When and then (e.g. 'When you've done two sentences then you can go and choose') ('Let's clear that up together')
- Take the blame (e.g. 'I don't think I explained that well')
- Refer to the expectations (in our class/school it is not ok to throw things when we are angry.)
- Casual question ('How many questions do we have to do before play everyone?')
- Broken record (Please would you pick up the pencil. Please would you pick up the pencil? I think it is entirely fair that I ask you again to pick up the pencil after you threw it there. Please pick up the pencil.) Please note that tone of voice should remain neutral throughout.
- Wait until child is calm. (I want to listen to you; let me know when you are ready to talk, when you have regained yourself respect.)
- Empathise (We all get it wrong sometimes)
- Restore relationships (Welcome back. We are glad to have you back. We are not Hyena Class without you.)
- Recognise and praise all positive behaviours
- Everyone in the class should be praised multiple times every day (As a rule of thumb 8:1 positive to negative reminders in class)
- Every child should have at least one meaningful conversation with an adult every day
- Repeat if needed using exactly the same phrase
- Move to the agreed behaviour code if non-compliance continues (unless the child is on an individual behaviour programme which determines the next step)
- Use calm body language, a calm voice and clear language
- When the child corrects their behaviour let them know they are making a better choice. Use a verbal comment e.g. 'Good choice Kim – you sat down'or give a thumbs up or a smile.
- Keep praise low and level to maintain calm, do not overly stimulate children unused to praise.

Things to avoid – These are taken from the excellent book by John Murphy Why are you shouting at us?

How many times do I have to ask you to move? Why would you want to know that? Challenging children will want you to ask them as many times as it takes before you give in

Repeat what you just said to me? Why do you want him/her to repeat inappropriate comments again? – You heard it the first time and didn't like it.

You are really annoying me now! Why do you want them to know that? To challenging children that comment is an incentive to continue, they are winning in their battle with you.

iv. School Council

Children will hold elections to elect a school councillor for each class, from Year 2 upwards. The School Council will organise events through the year, (e.g. Red nose day). School council will also conduct behaviour checks at the beginning of each term and award stars for behaviour, which are displayed upon classroom doors. These behaviour checks are conducted by the Y5+6 school councillors following a set of predetermined parameters to assess Behaviour for Learning. The stars will be laminated and should stay on the classroom door outside. If a poor score is recorded, a teacher may ask for the school council to return after discussion with their class about what went wrong and how to remedy it.

v. Fighting

Staff will always investigate any incidents of fighting: We believe at Rushey Green that violence is never the answer. Therefore, any child/children who have been fighting will not be allowed out at lunchtime for one week and will miss the first two break times. They will spend the time reflecting on their behaviour with a member of the Leadership team.

Appendix 2 - Coronavirus

It is important that all within the school take their responsibility to safeguard and look out for each other seriously. This is easily achieved through the following of the school rules and the guidance given by the teachers at the school. In addition to the current school rules, we are including the additional rule and safety statement to ensure additional protection during the coronavirus pandemic:

At Rushey Green we are responsible for each other so we do not allow our behaviour and choices to put the safety of others at risk. This means we:

- Maintain a distance of 2m from each other and stick to the areas we have been asked to use
- Keep our personal and school equipment to ourselves
- Follow the school rules and instructions the first time
- Keep ourselves clean by washing our hands and wearing any PPE when we are asked to

The welfare of the children is of extreme importance and therefore pupils who deliberately breach this specific safety rule will receive a sanction of the highest consequence to reflect the severity of the implications. This sanction could include fixed term exclusion in line with the school's behaviour policy.

Support for children with SEMH

As a school we understand that children may have developed anxieties due to sudden changes to their normal lives and a range of experiences including loss and bereavement during the current pandemic. We want to ensure that all of our children and families receive effective support. As a result of our curriculum has been designed to be heavily focused on developing children's emotional literacy, understanding of change and their emotional resilience. Our welfare team have identified pupils who may be particularly vulnerable to receive additional interventions and support. Teachers continue to monitor and observe pupils for signs of distress and anxiety and they will also receive additional support. Where necessary we continue to work with external partners such as the local authority's Educational Psychologist team, social care, various therapists and charities.

Support for pupils with SEND

For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

Can head teachers exclude pupils?

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

We expect schools who have permanently excluded a pupil to work with parents or carers and the local authority to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

What is the effect of coronavirus on governing boards' duties to consider reinstatement of excluded pupils, and the process for independent review panels (IRPs)?

The timeframes set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 remain in force. This applies to all exclusions, including those that were issued before 23 March.

The government appreciates that it may not be possible to meet the timeframes set out in regulations for review meetings and IRPs, due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the governing board or arranging authority to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed. Governing boards and arranging authorities should continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend.

Appendix 3



Safety Statement

At Rushey Green we are responsible for each other so we do not allow our behaviour and choices to put the safety of others at risk. This means we:



1. **Maintain** a distance of 2m from each other and stick to the areas we have been asked to use.



2. **Keep** our personal and school equipment to ourselves



3. **Follow** the school rules and instructions, the first time



4. Keep ourselves **Clean** by washing our hands and wearing any PPE when we are asked to



5. **Never** deliberately spit or cough on another person.

STAY ALERT ▶ **CONTROL THE VIRUS** ▶ **SAVE LIVES**