

# RUSHEY GREEN PRIMARY SCHOOL



## BEHAVIOUR POLICY

Approved by:	Full Governing Body	Date:	September 2022
Signed:	Ratified By Governors		
Last reviewed on:	September 2022		
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## **1. Rationale**

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.

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

In order to promote good behaviour choices, adults at Rushey green will;

- Develop children's understanding of their rights and responsibilities.
- Teach and model the skills and abilities directly through a common approach to behaviour management and discipline. This approach is understood by all staff, pupils and parents.
- Consistently follow through the consequences of a pupil's behavioural choices.
- Frequently use praise and recognition of good behaviour choices to encourage the learning of appropriate behaviour.
- Develop support programmes for pupils who are experiencing difficulty.
- Listen to children.
- Reinforce the skills and abilities through assembly and circle time.
- Communicate regularly with parents

### **This policy links to the Governors statement of behaviour principles.**

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 week**

At the start of each week, the class teacher will choose a child to be star of the week. This will encourage positive behaviour as the child has to be a positive role model to his/her peers.

**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 needs to develop.

**Head teacher 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.

**Our behaviour policy has three basic principles:-**

Safety





Respect

Opportunity to learn

**2. Expectation will drive behaviour**

Leaders expect every member of the school community to behave in a considerate way towards others.

We have adopted a common language about behaviour; *good and bad choices* and this is linked into the zones of regulations in order to help children understand their emotions in relation to their behaviour.

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Our language around choices will help to promote self-regulation of behaviour. Through teaching our children about good and bad choices, it enables them to reflect on what behavioural choices they are making and the impact bad choices will have on themselves and others. Our behavioural management approach will always be to encourage children to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, we aim to ‘catch’ good behaviour. We will acknowledge great choices in our weekly assemblies.

At Rushey Green, we promote positive behaviour at all times. All staff are expected to model correct behaviour in all aspects of school life

**3. School rules**

Staff will use a range of strategies to ensure that children are given every encouragement to present appropriate behaviour and make good choices. Inappropriate behaviour will be dealt with firmly and fairly. To ensure consistency all staff will follow the same guidelines. (See appendix 1)

Sanctions can include a verbal warning, a child being asked to move to a quiet area of the classroom, asked to spend some time in another classroom, miss time of their break or lunchtime.

### **Fighting**

Staff will always investigate any incidents of fighting: We believe at Rushey Green that violence is never the answer. Consequences for fighting will be dealt with by the class teacher in the first instance. It may involve a member of SLT who will determine higher level of consequences, such as spending time in another class for a longer period of time, internal exclusions or possibly external exclusion

### **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 (Positive Handling) 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.

### **Success cards -**

These cards will be devised specific to the child's needs and focus on recognition for positive behaviour. The child will be able to work towards a reward specific to them, designed to encourage positive behaviour and this can be shared with the parent for collaborative working.

### **Behaviour Support Plan -**

An individualised Behaviour Support Plan (BSP) will be drawn up to capture the child's needs and behaviour strategies that are considered helpful. This meeting will involve the child, SENDCo, Pastoral Manager, 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 6 weeks. A Behaviour support plan will capture this information. This process will be led by the Pastoral Manager and the Deputy Head teacher with support from the Head teacher.

### **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 Head teacher. 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 has 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.

Rushey Green will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

We will endeavour to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

### **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.

## **4. 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 all school 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.

#### **Dealing with children in a heightened emotional state**

All staff are expected to implement the behaviour policy in a calm, consistent and skilful manner using every method possible to minimise confrontation and deescalate the situation. However, it is recognised that from time to time there will be a situation where a child may be in a heightened emotional state. In these situations the following four stage process applies.

##### *Calming phase*

Find a space where the child can be calm, the sensory room has no breakable objects and is filled with soft furnishings so is an ideal space.

Leave the child for as long as is needed to be calm.

If the child at this point exhibits signs of distress for a prolonged period (e.g. aggressive, violent, abusive and a danger to themselves, others or school property etc) the SLT may decide to contact parents as they are showing signs of emotional stress and need to go home to calm down. The child should be returned to school as soon as they are calm and ready to reflect on their behaviour. This absence from school will be due to emotional distress and recorded as an illness. This strategy will only be used when agreed by the SENDCo the parents and the SLT and will not form part of normal routine behaviour policy. This is only to be used in exceptional circumstances.

### *Reflection phase*

Once fully calm the child will be asked to reflect on their behaviour, either through writing, discussion or social story. This will be supported by a member of staff for younger children or those with additional needs. This is discussed with the child to agree the incident, inappropriate behaviours, even better if behaviours have been discussed and appropriate consequences.

### *Consequences phase*

The child will need to make written apologies to everyone affected by their behaviour. They will also need to spend an appropriate amount of time away from their class working on their own under supervision. This will include making up lost learning time during the child's breaks.

### *Restoration phase*

It is vital that the children are restored to the class community after they have seen through the consequences of their poor behavioural choice. This ensures that relationships are re-established, that the lessons from poor choices have been learnt, the poor choices have been forgotten, a fresh start is possible and importantly the whole class community can learn from the mistakes and collectively offer support for the child to do better next time. Proper time should be set aside with the whole class to review and discuss the incident and consequences and agree how to support the child should they face a similar challenge. This could be part of a formal circle time. It is the responsibility of the class teacher to lead this session although support from the SLT is available if requested. The learning mentor should be informed of the incident so she can spend time creating an alternate, less damaging, strategy with the child.

### *Informing parents*

Parents will be informed with a phone call, including a conversation with the child, wherever possible.



Appendix 1

## Consequences Chart

Level	Behaviours	Consequence
<p>Level 1</p> <p>Persistent low level disruption (at least 3 times)</p>	<ul style="list-style-type: none"> <li>- school rules are not followed</li> <li>- Interrupting/calling out</li> <li>- Not following instructions first time</li> <li>- Not completing class work.</li> </ul>	<p>Spoken to by class teacher, missed break time.</p> <p>Continued incidents throughout the day. CT record incident on CPOMS</p>
<p>Level 2</p>	<ul style="list-style-type: none"> <li>- Minor or accidental harm to others</li> <li>- Shouting at adults</li> <li>- Constant refusal to follow instructions</li> <li>- Leaving class without permission</li> <li>- Threats of physical violence</li> <li>- Verbal abuse/unkind to staff or peers</li> <li>- Inappropriate language – swearing.</li> </ul>	<ul style="list-style-type: none"> <li>-Parents informed.</li> <li>-Recorded on CPOMS</li> <li>-Miss break time and or lunch times, may be more than one break if deemed serious enough by CT.</li> </ul>
<p>Level 3</p>	<ul style="list-style-type: none"> <li>- Intentional physical harm or fighting towards staff or peers</li> <li>- Setting off fire alarm</li> <li>- Profuse verbal aggression and/or swearing</li> <li>- Theft</li> <li>- Serious property damage</li> <li>- Leaving school grounds without permission</li> <li>- Discriminatory incident</li> </ul>	<ul style="list-style-type: none"> <li>- Parents informed.</li> <li>- SLT informed</li> <li>- Recorded on CPOMS</li> <li>- Possible fixed term exclusion</li> <li>-Miss break time and or lunch times, may be more than one break if deemed serious enough by CT.</li> <li>- Possible move/ internal exclusion in another class or year group.</li> <li>- Possibly work in isolation with a member of SLT Depending on severity of behaviour</li> </ul>

## Appendix 2

### 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 others 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 the 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 the 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 to 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. 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 the 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 challenge children that comment is an incentive to continue, they are winning in their battle with you.

### Appendix 3 - 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.

We will endeavour to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

### **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 4



# 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.



## Links with other policies

This policy should be read alongside the following policies:

- Anti-Bullying Policy
- E-safety
- Safeguarding and Child Protection
- Racial Equality and Cultural diversity

- Confidentiality Policy