

Behaviour policy

Date policy approved: September 2021

Date policy to be reviewed: reviewed September 2022

Our Vision

At Rolls Crescent Primary School our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, and following our agreed values of responsibility, resilience, respect, empathy, fairness and kindness, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

Aims of the policy

The primary aim of our behaviour policy is to promote good behaviour. We have school expectations and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

Objectives

- For all children to be happy, caring and confident learners
- To have high expectations of all children
- For children to learn the difference between acceptable and unacceptable behaviour
- To promote respect and consideration for others and for property within school
- For children to respect themselves and others, valuing diversity of culture, belief and opinion

Roles and Responsibilities

The Headteachers will work with all members of the school community to ensure high standards of behaviour at all times.

It is expected that all staff will:

- Establish and follow class expectations with their class
- Ensure that all children are emotionally and physically safe in school
- Apply expectations and sanctions consistently, proportionately and in a manner appropriate to the needs of the children
- Challenge any unacceptable behaviour
- Provide children with a good role model
- Work in partnership with parents or carers to find a constructive solution to any situation which is causing concern

It is expected that children will:

- Behave respectfully to others
- Behave in a way that keeps others and self safe
- Be willing to learn
- Allow others to learn around them
- Attend school regularly
- Own up to mistakes and learn from them
- Allow others to make mistakes
- Give opinions in a constructive manner
- Listen to others

It is expected that parents/carers will:

- Praise and encourage their child's efforts and achievements
- Ensure that their child attends school and arrives on time
- Contact the school if their child is absent or will be late
- Inform the school of any events which may affect their child's behaviour, so that it can be dealt with sensitively
- Support their child in behaving appropriately
- Support the school if sanctions are applied to their child for inappropriate behaviour

It is expected that the governing body will:

- Support the school in its efforts to address issues related to behaviour management
- Monitor the effectiveness of the school's behaviour policy

A booklet, "Your Child at School", has been written for parents/carers, which briefly explains the school's behaviour policy and stating the classroom expectations for each year group. This booklet is to be given out at Parents Afternoon. Booklets will be sent home with children whose parent/carers did not attend Parents Afternoon.

Class Expectations

EYFS - - Use safe words and actions.
 - Listen to the adults and do as you are asked.
 - Be kind to others

Key Stage 1 - Listen to the adults and do as you are asked the first time
 - Be kind to others
 - Use safe language and behaviour

Key Stage 2 - Listen to the adult and do as you are asked the first time
 - Always work in the place you are given
 - Use safe language and behaviour
 - Put up your hand when you wish to speak to an adult

Traffic Light / Symbol System

KS1 and KS2 use the Traffic Light system alongside the Gold Star, point systems and other individual class awards which both promote and support our positive behaviour system.

The EYFS use symbols instead (sun, cloud and raincloud.)

Every child has their name on a laminated strip which can be moved up or down the class traffic light signal or weather symbols display. The order of colours is red or raincloud at the bottom, amber or cloud above the red or raincloud and green or sun above the amber or cloud. Every child starts the day on green or sun which is where we encourage the children to stay, as this is the colour which signifies good behaviour. All children will also start the afternoon back at the green traffic light or sun symbol.

If a child makes the wrong choices, they will be given a verbal reminder that they could be moved down the traffic light / symbols. Alternatively, depending on the circumstances two positive encouragements could be given to the class to remind pupils in a positive manner about appropriate behaviour. If the child persists with the same behaviour their name is moved down **BUT THE CHILD** should be encouraged to get their name moved back up to as soon as possible.

A child's name may move up and down the traffic light / symbols one colour/symbol at a time. In Key stage 1 and 2 if a child's name goes into the red this is called 'Red 1' and the child should be encouraged to calm down and make right decisions which enable their name to go back to amber.

If a child continues to make poor decisions, their name may go into 'Red 2' which results in 'reflection time.' The child should then be encouraged to get back up the traffic light, but still goes into reflection time.

Children at playtime

If EYFS children do not follow our expectations outside they are given thinking time in a designated area to reflect on what has happened.

Children who have been asked to stay inside at playtime must stay in their own classroom with an adult to supervise them.

KS1: If children are put in the book at playtime they miss 5 minutes of Good Citizen time on Friday.

KS2: Any key incidents that happen at playtime, need to be logged on CPoms by the person who witnessed or dealt with the incident.

Phase leaders will also monitor serious incidents passed on to them or recorded on CPoms.

Reflection Time

Teachers will inform Phase leaders or nominated person who is supervising reflection time of children
KS1 Phase leader will monitor Reflection Time on the KS1 corridor outside class 2A. Reflection Time starts at 12.00pm and finishes at 12.15 pm.

KS2 Phase leaders will take Reflection Time in 4A (LKS2) from 11.45 -12pm and 6A (UKS2) from 12.15 / 12.30pm. The children will then go down to the dining room for their lunch.

If behaviour problems continue ie: constant disruptive behaviour in class leading to frequent "Reflection Times" or aggressive or abusive behaviour in the playground, the class teacher/phase leader will contact the child's parent/carer and invite them to discuss this issue in school.

In some circumstances, if pupils are persistently disruptive at play time or lunch time, parents/carers may be required to collect their child when they have finished their lunch and then ensure that they return to school for the afternoon session.

Recognition in Special Assembly

- Verbal praise is the most effective reward
- Good letters home
- Effort in presentation award
- Star of the Week
- Gold Star Awards
- Class points or team points with rewards left to individual teachers
- Good citizen time in KS1 (links to playtime book)
- Lunchtime stickers
- Dojo points

Assembly

- Best attendance
- Least lates
- Good Citizen Award

General School Rules

- Children are not allowed to bring money, sweets, toys, mobile phones etc, into school
- Children should not wear jewellery for school with the exception of small ear studs
- Children who show good work should go to the head teacher or subject leader at break times

Racism and Homophobia

Like bullying, racism and homophobia can exist in any school. At Rolls Crescent both are rare. However, our school is in a multi-cultural community and we have these principles and roles to ensure that racism and homophobia can be quickly stopped. All pupils should know that racism and homophobia are wrong. Pupils should tell any adult if they know of any racism or homophobia in school. All members of staff take cases of racism and homophobia seriously; they aim to ensure that they are known to be unacceptable. Issues surrounding racism, homophobia and there unacceptable nature are made very clear to all. The Headteachers reports to Governors on racist incidents and incidents of homophobia on a termly basis and Ofsted also monitor the number of cases and the way in which the school has dealt with them. All racist and homophobic incidents will be dealt with no matter how trivial they may seem to be. If staff are aware of racism or homophobia, they should refer it CPoms and the Headteachers directly.

Individual Needs

Children with persistent difficulties may be placed on the school's additional needs register and an individual education programme would be drawn up in conjunction with the inclusion manager, class teacher and the child's parent/carer. If difficulties continue, the support of external agencies, including the educational psychologist, may be sought. In complex cases of emotional and behavioural difficulties, an application may be made for statutory assessment by the local authority who will decide whether or not pupils need an EHC plan (education, health and care plan) to outline their additional needs and the special provision which needs to be in place for them.

Use of physical intervention

All members of school staff have a legal power to use physical intervention. Proportionate force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Whilst any member of staff can use physical intervention, there are also members of staff in school who are trained in safe holding techniques to deal with any serious incidents.

At Rolls Crescent we endeavour to support our pupils by de-escalating potentially difficult situations, spotting triggers and preventing conflict wherever possible. There may be times however, when staff are required to physically intervene. The decision to use physical intervention depends on individual circumstances, risk to pupils, staff or property. We are mindful of each child's individual needs and steps are taken to reduce the likelihood of physical intervention wherever possible. Using physical intervention will be a last resort.

Circumstances where physical intervention may be used:

To keep pupil safe

To support a pupil at risk of harming themselves or others through physical outburst or 'out of control' behaviours.

To remove disruptive children from the classroom.

To prevent pupils leaving the classroom or building, where allowing them to leave would risk their safety.

To prevent a pupil from attacking a member of staff or another pupil.

To stop a fight in the playground.

Parents/carers will be informed of serious incidents involving the use of physical intervention and a detailed record will be kept in school on CPoms and handling record forms. Some vulnerable children who experience difficulties regulating their emotions may have individual risk assessments and personal handling plans which are reviewed as part of our ongoing practice to reduce risk and provide safe learning environments for all our children.

In school Exclusion

Serious or persistent disruptive behaviour can result in an in school exclusion where children are in another class for half or a full day. They have work set by the teacher and are escorted to the toilet. They do not play out at lunch or break times.

Fixed Term Exclusion

Fixed term exclusion may be used when a child's actions or behaviour endangers other individuals or property or challenges the authority of school staff

Endangering other individuals may include:-

- i) physically threatening, intimidating or actually hurting others
- ii) verbal abuse, name calling, racist abuse
- iii) persistent rough, inappropriate play which is unsafe
- iv) bullying in any form

Endangering property may include:-

- i) deliberate damage of school equipment, including throwing items across the room, breaking windows
- ii) kicking or slamming doors
- iii) deliberate damage of the outdoor school environment

Serious incidents may include:-

- i) refusing to follow class and school expectations
- ii) refusing to comply with instructions eg: requests to leave the classroom
- iii) leaving the school premises without permission

Exclusion may also occur when a child persistently and deliberately disrupts the learning environment of the classroom, thereby preventing the teacher from teaching and other members of class from learning.

Exclusion is never taken lightly or in the heat of the moment. It is the decision of the Headteacher or phase leaders in her/his absence and the relevant facts are fully investigated before a decision to exclude is taken. The following steps are taken:

- i) the incident is investigated as soon as possible
- ii) the child/member(s) of staff involved are questioned for their point of view
- iii) adult and children eye-witnesses are questioned and their accounts are considered
- iv) injuries or damage to property are investigated
- v) the location of the incident is taken into consideration.

Permanent Exclusion

Permanent exclusion may ensue if, in spite of the school's own support systems and external agencies, a pupil's behaviour continues to constitute a danger to other individuals or to challenge authority.

Reasons for permanent exclusions may include the following:-

- i) physical assault on another pupil or adult
- ii) bullying
- iii) threatening behaviour
- iv) defiance/challenging authority of the school staff
- v) deliberate damage to property
- vi) possession of offensive weapon
- vii) theft
- viii) verbal abuse to other children/adults
- ix) drugs related issues

In the case of persistent behavioural difficulties which lead to either fixed term or permanent exclusion, the advice of external support agencies will be sought. This may include the Child and Adolescent Mental Health Team, Social Services or the Behaviour Support Service.

In the case of both fixed term and permanent exclusion, The Local Education Authority's procedures relating to exclusion will be implemented, this includes an explanation on how there is a right for a parent/carer to appeal.