

Roxwell C of E Primary School

Behaviour Management Policy



Headteacher: Maire O'Regan

Values Statement

Roxwell C of E Primary is an inclusive school which provides a happy, safe and secure environment underpinned by our Christian ethos and British values; in partnership with parents, the church and the community, enabling children to develop academically, spiritually and socially to their full potential.

Behaviour Policy (including the Anti Bullying Policy) agreed by the Governing Body: Summer 2016

RW reviewed May 2019 to go to GB at Summer Term Meeting

Review Date: Summer 2018

Aims

Through its systems of behaviour management, the school aims to:-

- ◆ Enable pupils to be on task with their learning, to enable them to achieve their full potential
- ◆ Develop pupils' self-discipline and self-control
- ◆ Enhance pupils' self-esteem
- ◆ Encourage ownership of behaviour and accountability
- ◆ Encourage individuals to recognise and respect the rights of others
- ◆ Affirm co-operation as well as responsible independence in learning
- ◆ Promote honesty, fairness, mutual respect and politeness
- ◆ Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued

Introduction

It is understood by Governors and all staff that for the stated aims to be realised, there needs to be a whole school commitment to both the principles and practices outlined in this document.

It is appreciated that the most powerful tool we have to promote the adopted approach is the way we model it ourselves. Children learn by the example we set, at least as much as by the methods and strategies we adopt to put the policy into practice. When correct behaviour modelling is in place, it is possible to teach and enforce appropriate behaviour with credibility.

This policy relates to all interactions between all members of the whole school community and recognises that Pupils and staff have the right to:-

- ◆ *feel valued*
- ◆ feel safe
- ◆ be treated with respect
- ◆ to learn and work

Every adult and child in school has a responsibility to ensure these rights are respected.

Our Behaviour Policy underpins the way we behave and everything we do. It is woven into our School Curriculum and has a particular focus in our PSHE scheme and our work on Christian and British Values.

Whole School Approach

We recognise that for this policy to be effective and enable pupils to make the most of their learning opportunities the School, Pupils and Home need to work together. It is the responsibility of the whole school community to follow this policy (available on the website), which is visible through the agreed Code of Conduct and the **Ready to Learn System**. We understand the importance of dealing with behaviour incidences as soon as they occur and therefore agree that any school adult will immediately deal with issues as they arise.

Our School Code of Conduct

The following is displayed throughout the school and represents the views expressed by the whole school community. They relate to safety, respect for people, property and the right to work without distraction.

Each class signs the following on an annual basis and displays it in their classroom as a reminder.

We understand that good behaviour leads to good learning and achieving well. In our behaviour we will:

1. always aim to complete assigned work to the best of our ability
2. be kind, helpful and polite treating each other with respect
3. treat school property with care and respect at all times
4. wear the correct school uniform
5. walk sensibly in and around the school building
6. be responsible for our own actions and our personal belongings
7. discuss any problems we have with each other by talking quietly in a sensible manner
8. take pride in our own and others' achievements

The Ready to Learn System

In order to aid pupils in fulfilling the agreed Code of Conduct we implement a **Ready to Learn System** which is displayed and actively used in the classroom as a record of behaviour steps.

1. Pupils are expected to arrive at each lesson **Ready to Learn** (sitting still, actively listening and organised with the correct resources)
2. If a pupil is not focused on their learning then they will be asked to **Think** about the code of conduct
3. If a pupil continues to disrupt theirs and others learning through their behaviour then they are given a **Warning**
4. If the pupil does not change their behaviour then they will be given a **Consequence**

In extreme circumstances (e.g. high level incidences – see separate section) a pupil's actions may result in moving straight to Step Four (above).

By making positive changes to their behaviour, pupils will be able to move back towards Step One on the Ready to Learn System.

Pupils who continue to behave well and are always ready to learn will be given appropriate praise, encouragement and reward.

Reward & Recognition

It is important for systems to be in place, which formally respond to achievements. Children are, therefore, rewarded for positive effort both academically and also for significantly contributing to the positive ethos of the school.

Our two main methods for rewarding and recognising pupil's efforts, behaviour and learning are...

◆ **The Dojo System**

This is an interactive programme, which allows school adults to give points to individuals and groups of pupils who are seen to be upholding the School Code of Conduct. Points are added for the class and contribute to the School Teams total for the week, which is celebrated in assembly. This enables children's individual achievements to feedback into the school community.

Pupils whose behaviour is not in line with the School Code of Conduct will be referred to the Ready to Learn System and this may result in the loss of individual Dojo points.

◆ **Golden Time**

Golden time is a weekly reward time for free choice activities, earned collectively by the pupils in the class. Each class needs to achieve their target number of Dojo points in order to enjoy this privilege.

Pupils will also be recognised for their positive behaviour in other ways, which can include:-

- ◆ positive feedback to parents, e.g. postcards sent home
- ◆ praise from the Headteacher (including stickers, gems and certificates)
- ◆ A weekly Class Teacher Award
- ◆ An Achievement Leaf as a recognition of out of school achievements.

Consequences

It is important for children to understand that their behaviour choices may affect others and lead to consequences. Our consequences are based on positive behaviour management principles and the opportunity for pupils to change their behaviour for the better.

Once a child moves to Step Four on the Ready to Learn System they will be sent to **Thinking Time**, which is supervised during Break-Time and Lunch Time. This is an opportunity for the pupil, with an adult, to reflect on their behaviour choices and to agree the most appropriate consequence and the best way forward.

Appropriate consequences could include:

- ◆ Loss of Dojo points
- ◆ Loss of Golden Time
- ◆ Apologizing to pupils or adults
- ◆ Confiscation of property (e.g. phone, makeup or dangerous implements)
- ◆ Time Out – This involves separating the child from the situation to enable them to have an immediate period of 'cooling off time' (no more than 10 minutes). Their successful reintegration back into the class is carefully managed ensuring the pupil is Ready to Learn
- ◆ Internal Exclusion - This involves the pupil spending an agreed amount of time working in a separate room from their class with an adult supervising their learning. They have their lunch away from their peers, on their own, supervised by an adult and do not attend whole school activities or go out at playtimes
- ◆ Making good any mess that they have deliberately made

Thinking Time is regularly monitored by the Head Teacher in order to identify patterns of behaviour or concerns. In the event that a pupil is found to be in Thinking Time on a regular basis then the Class Teacher will work closely with the parents to address the behaviour issues. Should the pattern of

unacceptable behaviour continue then the Head Teacher will meet with the parents to identify appropriate support, actions and review (see section on School Support and Monitoring).

Pupils will not be withdrawn from a curriculum area as a consequence of their behaviour unless it is due to health and safety concerns e.g. missing swimming because their behaviour makes it unsafe for themselves or others in the pool or their behaviour in the classroom endangers others.

Play Time and Lunch Time

It is expected that all members of school staff follow the Behaviour Policy and implement it during these less structured periods of the school day. The principles of the Ready to Learn System are the same but have been renamed to relate more readily to the playground environment as follows:

The Ready to Play System

In order to aid pupils in fulfilling the agreed Code of Conduct at play time and lunch time we implement a Ready to Play System.

1. Pupils are expected to arrive at these times **Ready to Play** (sharing equipment, following game rules, staying in zoned areas)
2. If a pupils behaviour is not acceptable then they will be asked to **Think** about their code of conduct
3. If a pupil continues to disrupt theirs and others playing through their behaviour then they are given a **Warning**
4. If the pupil does not change their behaviour then they will be given a **Consequence**

For persistent, extreme cases of inappropriate behaviour at lunch-times, a pupil may be excluded during the lunch break, for a fixed period of time. Parents will be involved to agree a Reintegration Plan. Any pupils excluded from lunch time will be *allowed their lunch, however this will not be with the rest of the children.*

There is always a member of staff on duty should any extra support be needed during break or lunch time.

School Trips

School trips are an optional part of the school curriculum which enhances the work undertaken in class. To enable all pupils to participate, it may be necessary to ask a parent to accompany a pupil who will find the experience/environment difficult to cope with. If this is not possible and a pupil's behaviour has been of such a nature to make it unsafe for them to come then it may not be possible for the pupil to attend a class/school trip. Appropriate discussions and decisions will be made ahead of the trip involving the parent, pupil and school. Risk Assessments are always completed by the trip leader, in collaboration with the school's Educational Visits Co-ordinator and will consider the risks of individual needs as necessary. The behaviour expectations of staff and pupils on any school trip are the same as if they are in school and in accordance with this policy.

Residential Trip (Years 5 and 6)

This is an additional opportunity, over and above the requirements of the curriculum for Year 5 and 6 pupils and as such is a privilege. The school will work with parents to identify pupils who may find this situation difficult to cope with ahead of time and will work together with parents to ensure a positive plan with clear targets is put into place to give every pupil the possibility of attending. However, pupils who do not follow their Positive Plan and consistently display inappropriate behaviour, may not be allowed to attend. They will be fully involved throughout the process leading to this decision. Risk Assessments are always completed by the trip leader, in collaboration with the school's Educational Visits Co-ordinator and will consider the risks of individual needs as necessary.

Clubs

We expect pupils to continue to display good behaviour at all times when attending any school clubs. School clubs are expected to adhere to the principles and expectations of this policy.

Screening and Searching

On rare occasions it may be deemed necessary to search a pupil. Separate guidance (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) is available and the Governing Body will use this as a reference tool when supporting the Headteacher in such a situation.

The Power to Discipline beyond the School Gate

On the rare occasion when a member of staff witnesses the poor behaviour or bullying of our pupils off school premises or when a member of the public reports such incidents to the school it may be deemed necessary to implement the Behaviour policy. Parents will be involved throughout the process. Separate guidance (**'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff' DfE January 2016**) is available and the Governing Body will use this as a reference tool when supporting the Headteacher in such a situation.

In certain circumstances, the Headteacher may need to consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a threat to a member of the public, the police should be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering harm and follow its Child Protection Policy accordingly.

School Support Monitoring

For pupils who find it difficult to adhere to the school Code of Conduct and for whom repeated patterns of inappropriate behaviour, despite working with the parents are seen, the following steps will be taken:-

A STAR Analysis Form (Appendix B) will be used (by all adults involved with the pupil) to monitor and evaluate behaviour incidences.

Class teacher will discuss the pupil with the SENCo/Head Teacher and will draw up a Consistent Management Plan (C.M.P.)

The pupil will be placed on School Support and external advice from relevant agencies (e.g. Educational Psychologist and Social, Emotional and Mental Health Team) will be sought as appropriate.

Any agreed support strategies will be detailed as part of the One Planning process and subsequent paperwork which is regularly reviewed.

In some emergency situations and as a last resort, it will be necessary for a pupil to be restrained for their own safety or that of others. This will only be performed by adequately trained staff. Parents of pupils who may need this form of restraint will be fully involved and can find more details about this strategy in the relevant policy. Separate guidance

(<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>) is available and the Governing Body will use this as a reference tool when supporting the Headteacher in such a situation.

It is important that home, school and the pupil work very closely together, with any outside agencies, to successfully support the pupils needs.

Bullying

Bullying is not tolerated at Roxwell Primary School and any incident will be dealt with in accordance with the anti-bullying policy as contained in Appendix A.

Exclusions

In the most serious cases, where all interventions have failed or where behaviour is dangerous or a threat to another pupil or member of staff a fixed term or permanent exclusion will be considered in accordance with the Guidance on exclusion from schools **DfE document; 'Exclusion from Mainstream School, Academies and Pupil Referral Units in England: A Guide for those with Legal Responsibilities in Relation to Exclusion 2012' (Updated February 2015)**. This document can be found on the school website.

The Headteacher will be responsible for judging whether an exclusion is appropriate. In the Headteacher's absence the Senior Teacher will decide.

After an exclusion, a Reintegration Meeting will occur. The purpose of this meeting is for parents, the pupil and the school to agree a way forward. This will be recorded in a Reintegration Plan which will be signed by all. It is expected that all parties will follow this agreed plan to enable successful reintegration.

The Head Teacher will regularly update the Governing Body about any Exclusions. The Governing Body will monitor and review the number of exclusions. If it is appropriate, the school will work with the Local Authority to facilitate a Managed Move.

Staff Development

We are committed to enabling our staff to keep up to date on behaviour management strategies as part of their ongoing professional development. Training needs are supported through peer mentoring, modelling, observation, working with outside agencies, Team Meetings, Staff Meetings and opportunities to attend courses. New members of staff as part of their induction process are trained in the principles and practices of this policy.

The role of Parents

The behaviour and actions of pupils in the playground before and after school remains the responsibility of the parents. It is expected that all parents will support this policy and comply with the home school agreement which is signed annually.

The Role of Governors

The Governing Body has the responsibility of agreeing, reviewing and monitoring the School's Behaviour Policy. The Governors expect the Head Teacher to ensure that all staff adhere to the policy.

This policy should be read in conjunction with:

Safeguarding/Child Protection Policy

Anti – Bullying Policy (Appendix A)

Exclusion Guidance

Equal Opportunities Policy

E-Safety Policy/Guidelines for Parents

School's Code of Conduct and Home/School Agreement

Appendix A: ANTI-BULLYING POLICY

It is a Government requirement that all schools have an Anti-Bullying Policy. The DSCF sent guidelines to schools under two headings: 'Don't Suffer In Silence' and 'Bullying-A Charter for Action'. This Policy reflects this guidance.

At Roxwell C of E Primary School, we aim to provide a safe, positive and welcoming environment in which pupils and staff co-operate in their work and play. This means that **bullying, in any form, is not tolerated.**

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is unacceptable. The aim of this Policy is to ensure that the whole school community understands what is meant by bullying, to make it clear that bullying will not be tolerated and to encourage a culture where pupils can seek support from adults and other pupils. We aim to make all those connected with the school aware of our opposition to bullying and we make clear all person's responsibilities with regard to the eradication of bullying.

A Definition of Bullying

It is important that the whole school community is clear on the definition of bullying. According to the document '**Don't Suffer in Silence**', there are many definitions of bullying. However, most consider it to be:

- Deliberately hurtful – including aggression
- Repeated over a period of time
- Difficult for the victims to defend themselves

Bullying can take many forms but there are three main types. These are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups

The definition of **bullying** that we will use with our pupils is persistently to:

- Hurt or threaten to hurt others on purpose – physically or emotionally
- Tease others unkindly
- Call pupils names
- Take other pupils things, spoil them or throw them away
- Say unkind things about others whether true or not
- Prevent others from joining in their work, play or group activities

It is not bullying when pupils:

- Hurt others by accident
- Won't let others have their own way
- Ask others to wait their turn
- Want others to go by the rules

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this Policy regularly.

The Role of Headteacher

It is the responsibility of the Headteacher to address any bullying allegations and to ensure that all staff know how to identify and deal with incidents of bullying.

The Headteacher, along with the staff, set the school climate of mutual support and praise for success, thereby making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher and Support Staff

All school adults take all forms of bullying seriously and seek to prevent it from taking place. School adults do all they can to support the pupil who is being bullied and the bully and recognise the detrimental effect that bullying can have on both. Adults are always vigilant for signs of bullying.

Bullying may be identified in the following ways:-

- ◆ Reviewing the pupils who are regularly attending Thinking Time
- ◆ Observing changes in pupil behaviour and attitude
- ◆ Allegations and reports being brought to adult attention

Any school adult who witnesses an act of bullying, will refer it, as possible after the incident, to the Headteacher (or in their absence, the Senior Teacher).

If a pupil is being bullied then the parents will be informed.

Teachers use a variety of methods to help prevent bullying and to establish a climate of trust and respect for all. This may involve whole class time, counselling with the victim and the bully, drama, role-play, stories etc. Circle Time is used to praise, reward and celebrate success of all pupils, thus creating a positive atmosphere.

The Role of Parents

If a parent is concerned that their child is being bullied then they should contact the class teacher immediately. The class teacher will work closely with parents, investigating the situation and agreeing a way forward.

If a pupil is repeatedly involved in bullying other pupils, Class Teachers will inform the Headteacher and Senior Teacher. The pupil's parents are then invited into school to discuss the situation (including seeking further support and advice from external agencies as needed).

The Role of Pupils

Pupils are regularly informed about the issue of bullying throughout the year via the curriculum, assemblies and themed days. They are provided with self-help strategies and actively encouraged to tell any school adults if they are being bullied. Pupils will work with school adults and parents to resolve any situations.

Monitoring and Evaluation

This Policy is monitored by the Head Teacher who reports to the Governors, on request, about its effectiveness. It will be reviewed every two years or earlier if necessary.

STAR Analysis



What happened at the time?	What we could do differently to promote positive behaviour in the future?
<u>Setting:</u>	
<u>Trigger:</u>	
<u>Action:</u>	
<u>Result:</u>	

Appendix C

Levels of behaviour

The examples below have been compiled and categorised by school adults as examples of the types of behaviour which may be encountered. This list is not exhaustive and is meant as a guide to support appropriate levels of consequence.

Low Level Incidents

In the playground - Play fighting/'rough physical play', teasing e.g. snatching hats and running away, low level name calling, interfering with the flow of play, bickering, running in and out of the building, football disagreement, not playing with the equipment properly are not allowed.

In the learning environment - Interfering with another child's work, disturbing others learning, talking at inappropriate times, walking around the class, mis use of equipment.

Medium Level Incidents

In the playground - Persistent play fighting, very rough play, name calling, teasing, hurting another pupil in a game situation, being mean and/or unkind, damaging property, disruptive behaviour in the Lunch Hall, disrespect and disregard for adults are not allowed.

In the learning environment – calling names, destroying work, being unkind, not sharing, not getting on with your work, ignoring adult instructions.

High Level Incidents

In the playground - If a pupil performs a dangerous or deliberate action which shows no respect for property or person, such as aggressive and/or inappropriate behaviour, leaving the classroom or school without permission, entering areas not allowed, climbing over fences or toilet partitions, racist comments, bullying or being malicious.

In the learning environment – Deliberately destroying school property or the work of others, persistently ignoring adult instructions, rudeness, physically hurting another pupil or adult, using inappropriate language, leaving the classroom.