



A Co-operative Academy

## **Rickley Park Primary School Behaviour Policy (September 2018)**

*This policy should be read in conjunction with the Learning and Teaching Policy, Safeguarding Policy and Anti-Bullying Policy.*

Approved and adopted by:	Standards and School improvement committee
Signed by:	
Date:	September 2018
Date of Review:	September 2019

Reviews and Amendments		
Date	Committee	Amendments
September 18	SSI	Addition positive behaviours added and new learning mentor roles.

## 1. Key Values

### In line with our Co-operative Academy status:

We have the same chances. We have the same choices.

We know that everyone has something special to contribute.

We persevere and work hard, not because we are told to but because we want to improve.

We stick together for the good of all.

We look after ourselves, each other and our world by taking responsibility for our actions.

We let everybody talk and have their say.

## 2. Aims:

- As a school we aim to create a respectful, responsible and safe environment that nurtures and supports all members of our school community and is built upon a foundation of strong, meaningful relationships. By promoting a respectful, responsible and safe environment, we strive to:
- ensure that everyone has the opportunity to excel irrespective of their background;
- promote self-discipline, which includes good attendance and punctuality;
- develops an atmosphere that has a 'team' spirit and working cooperatively at its heart;
- equips each child with the knowledge to make good choices regarding their ability to be respectful, responsible and safe;
- provides a curriculum that embeds good working habits and develops independence;
- ensures that each individual is an outstanding role model for the rest of the community;
- promotes seamless learning, and positive attitudes, between home and school; and
- develop passionate and effective life-long learners who understand how to progress, achieve goals and reflect.

## 3. Managing Relationships

- The school is a reflection of our community and the success of the school in achieving the above aims is based on the quality of relationships that can be established, and maintained, within our learning community. This includes the relationships between adults and the ways in which children and adults treat each other.
- Children need positive role models. When members of the community set an example and treat others with respect, value their individuality and listen carefully to what they have to say, children are much more likely to respect adults and to behave sensibly and considerately themselves.
- It is recognised that the key to a successful relationship is that all parties feel that they have been listened to and understand the reasons 'why' a decision has been made.
- PSHE features weekly our school timetable and is a way for us to explore positive relationships with children. Assembly time is also dedicated to developing the skills

of building effective relationships. These are planned into the overview, although additional themes may be inserted if the need arises.

#### 4. Learning and Teaching

- The school believes that an appropriately structured curriculum and effective learning contribute to 'good' behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the disaffection which can lie at the root of poor behaviour.

#### 5. Pupil Expectations

- The consistent example, and high expectations, set by all parents and staff is key to outstanding pupil behaviour. Therefore, whilst the following expectations apply directly to children, it is clear that as adults we should be setting the example for them to follow. We expect all adults in school to reinforce these expectations by drawing attention to them – ideally rewarding children for achieving them using the various methods set out in The Rickley Park Teacher's Guide.
- As a school, we believe it is important that children understand which behaviours are acceptable and which behaviours they need to be mindful of.

We use the following "Rickley Park Rules" as a basis for our behaviour management:

- **Be respectful**
- **Be responsible**
- **Be safe**

These rules are discussed with the children and referred to regularly. The "Rickley Park Rules" also provide the foundation for individual classes' sets of rules which may be formulated by the children in discussion with their teachers.

#### Classroom Management

As noted previously, class teachers formulate their classroom rules with their class at the beginning of each academic year. These are then prominently displayed in the classroom and referred to throughout the school year. They are expected to be age appropriate and personalised to each class but to reflect the "Rickley Park Rules" and key values of the school.

In addition to the "Rickley Park Rules", there are a number of other whole school expectations. These include:

#### Movement around the School

Children are expected to be safe and carry out '**Fantastic walking**' around school. This means 'fantastic feet' which are walking feet and 'friendly faces' meaning that all children smile. Fantastic walking also includes being respectful and responsible by;

- by walking quietly and not to disturbing other children/adults.
- waiting for adults to go through doorways, or to say "excuse me" and "thank you".
- entering and leaving the hall (*for assembly*) quietly.
- knocking before entering a classroom and then speak to the teacher

When adults notice respectable, responsible and safe behaviour, they will comment to the child by using language such as “well done for keeping safe”.

#### Playground and AstroTurf

Children are expected to:

- remain outside unless they have a specific reason/task from a member of staff (*and, therefore, are being supervised by that person*).
- remain on the playground unless given permission to use the AstroTurf by a member of staff.
- only use the ball court, and AstroTurf (*when allowed*), for ball games.
- play games which avoid pushing, pulling, play fighting, lifting and carrying.
- walk back into school at the end of playtimes when asked to by the adults in charge.

#### Lunchtime – Eating in the Hall

At Rickley Park we encourage calm and enjoyable lunchtime for everyone. Therefore all children sign up to the Lunchtime Charter.

Children are expected to adhere to the following:

- Face your food and sit up tall
- Food to mouth not mouth to food
- Take ‘just right bites’
- Use your indoor voice
- Use knife and fork not fingers
- Stay in your seat
- Chew with your mouth closed
- Finish your mouthful before leaving the table

## 6. Rewards

The underpinning key value “*We persevere and work hard, not because we are told to but because we want to improve*” places an emphasis on the importance of intrinsic motivation.

However, the school also recognises that rewards have a motivational role, helping children to see and understand what good behaviour looks like and understand that it is valued. At Rickley Park, our emphasis is on rewards to reinforce good behaviour, rather than sanctions to emphasise failures. Rewards are earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. The school uses a range of rewards to reinforce good behaviour and these are identified in the teacher’s guide.

- Informal Rewards – these may include informal verbal praise (*public and private*) to individuals and groups, non-verbal communication (*a smile, eye contact or thumbs up*). Verbal praise should always identify the particular behaviour or reason for giving it.
- Formal Rewards – these may include the child showing their learning to other children (*or another adult in school*), displaying the learning, visiting a senior member

of staff, allowing a choice of activity, giving a responsibility, a sticker, a wall chart and informing parents. In addition, Foundation use "Achievement Stars" (*from home*) and *Sharing Stars (sent home)*. The school uses 'Marvellous Me' to share the celebrations of children with parents and carers. It is an expectation that all staff and all parents engage with Marvellous Me.

- Whole School Rewards – in some cases, staff may decide to award children team points for their efforts.
- Hot Chocolate Friday – children who go above and beyond are invited each week to have hot chocolate with the headteacher.
- At the end of each term, children can be nominated by all staff for a special assembly whereby their achievements are celebrated.

## 7. Managing Behaviour/Sanctions

- We all have a responsibility for developing and regulating children's outstanding behaviour choices and all staff are expected to deal with inappropriate behaviour if it occurs. The response should be fair, consistent and proportionate, and based on the procedures in this policy. A no shouting rule is in place because shouting damages the verbal processing part of the brain.
- It is the responsibility of the class teacher to inform all relevant staff of any specific strategies that they should be aware of for dealing with a specific child. Likewise, all staff have a responsibility to inform the class teacher of any issues with behaviour that they deal with.
- The school has a clear structure for supporting adults with developing pupil behaviour.

The order of involvement is as follows:



- Most instances of poor behaviour are relatively minor and can be adequately dealt with through effective listening, understanding and minor sanctions. These may include non-verbal communication ("the look") or using words to convey disappointment. It is important that the sanction is not out of proportion to the offence.

- The school avoids punishing a whole group for the misdemeanours of a single child, although this does rely on the single child taking responsibility and owning up to their actions.
- It is essential that parents are informed as soon as it is felt there are regular issues that are affecting the child's learning, their own safety or the safety of other children at play times or lunchtimes. Parents should be involved with the planning of next steps. Reasons for poor behaviour should always be investigated with parents with a view that all behaviour is for a reason.

Where behaviour does not meet our high standards, we have a clear structure for managing unacceptable pupil behaviour. Negative behaviours should be dealt with in the following order:

- On occasions whereby a child is demonstrating a negative behaviour and where appropriate, a staff member should approach the child and remind them that they are not being responsible/respectful/safe. Situations such as these should be noted on Behaviour Watch and where a resolution has been reached, the incident should be closed.
- Where a negative behaviour is persistent and causing an obstruction to the classes learning, a learning mentor should be called and the child should be removed to the learning mentor room for a period of 10 mins to "reflect". After this time, the child should be returned to class and given the chance to improve their behaviour.
- If behaviour does not improve, child to be sent to Key Stage Leader and parents should be informed. Each of these steps should be recorded on Behaviour Watch and the Phase Leader should close down any instances on Behaviour Watch once they have been dealt with.
- In the case of serious incidents (*e.g. physical confrontations between staff and pupils, any behaviour which requires physical restraint, pupil absent from the site without permission*) they must be reported to the Assistant/Head teacher immediately and recorded appropriately and parents must be informed. The frequency and severity of the incident(s) will be taken into account by the Headteacher and in some cases may result in an exclusion.
- Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school logistical procedures should take place to eliminate these as contributory factors. It may be necessary for class teachers to put in place a behaviour plan or contract, this may involve using things such as a 'home school' book with parents or a personalised reward system. Additional specialist help and advice from the SENCO, Educational Psychologist, Children's and Families Practices or Behaviour Support Service may be sought.

## 8. BEWT

When a child repeatedly does not meet our high standards of behaviour, a class teacher may deem it acceptable to refer the child to 'BEWT' (**B**ehaviour **E**motional **W**ellbeing)

Team). In most cases, a class teacher will have had a conversation with parents/carers to explain that a referral is being made.

- BEWT meetings will be held weekly between the learning mentors and the AHT. Children who have been referred will be discussed and the team will come up with a 6 week intervention action plan to support the child with their issues. After 6 weeks, the team will evaluate the impact and decide upon next steps.

## 9. Behaviour Review Meeting

In some cases, the HT may feel it appropriate to hold a Behaviour Review Meeting when negative behaviour has been persistent over the course of a term and previous involvement from Teachers, Learning mentors, KSL and SLT has not seen an improvement. The meeting will involve a number of school staff (*class teacher, Learning Mentor and senior leader [usually the Headteacher but could be the Assistant Headteacher or Key Stage Leader in the absence of the Headteacher]*), as well as the parents and, where appropriate, the child or additional professionals. The meeting will be chaired by the Headteacher or AHT, who is responsible for completing the Behaviour Monitoring sheet.

The purpose of the meeting is to:

- outline the behaviour which is being exhibited;
- record the frequency of the behaviour (*e.g. x times per week*);
- outline the strategies that will be implemented to support the child;
- devise the success criteria;
- set a target date (*usually 6 weeks later*); and
- agree any external advice required (*as outlined in 7.9*)

Following the meeting, the Headteacher will ensure that all attendees have a copy of the completed Behaviour Monitoring Sheet.

- The Learning Mentor, through discussion with the class teacher, will assume the responsibility for monitoring the behaviour on a weekly basis – recording whether the identified behaviour is:
  - no longer exhibited (100%);
  - better (incidents reduced by 50%);
  - broadly unchanged (0);
  - deteriorating (-50%); or
  - significantly worse (-100%)
- This should only refer to the behaviour identified at the original Behaviour Review Meeting. If there are other concerns (*at home or at school*) these can be recorded at the bottom of the Behaviour Monitoring Sheet.
- The Behaviour Monitoring Sheet will be reviewed at the agreed date, unless behaviour is identified as 'significantly worse' for two consecutive weeks. If this is the case, the review meeting will be brought forward.

## 10. Formal fixed-term and permanent exclusions

- If a child seriously breaches the school's behaviour policy the Headteacher may take the decision to exclude for a fixed period. This will only be considered if internal exclusion has been tried and has proven to not be effective. Exclusion is not considered the answer to improving behaviour at Rickley Park unless other children or the child in question are in imminent danger on the premises. There are occasions however whereby the headteacher may decide to exclude instantly; carrying a dangerous implement with intent to hurt for example. Bullying is not an excludable offence - a variety of proven strategies will be tried and implemented in the first instance.
- If the decision to exclude is taken, work will be set for the pupil to complete at home as soon as possible as per exclusion guidance.
- Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school. If appropriate, an individual Behaviour Management Plan will be drawn up for the pupil or a behaviour contract. The pupil may also be referred to the school's Learning Mentor or advice sought from another outside agency. Behaviour must always be investigated as there is always a reason.
- For cases of continued serious, unacceptable misbehaviour, or a significant incident consideration will be given to starting the process of permanent exclusion from the school – or a dual placement at the Pupil Referral Unit may be considered.
- Further statutory guidance is available on the DfE website: Exclusion guidelines (*September 2012*)

## 10. Managing Lunchtime Behaviour

- During the lunch hour, lunchtime supervisors are expected to follow the behaviour procedures as outlined throughout this policy. They are also expected to engage fully with children, play games and deal with behavioural issues in the same calm manner as all other staff.
- It is important that if an incident occurs the order of involvement is followed and that relevant members of staff are informed. All behaviour incidents must be recorded on Behaviour Watch as soon as possible after the event - by the member of staff who dealt with the incident.
- Lunchtime staff must be familiar with the Lunchtime Charter and promote it at all times. The behaviour in the lunch hall including the noise level in the hall is the responsibility of all of supervisor's in the hall. It is not expected that the children will eat in silence but that they talk in "indoor" voices to the people around them. Music will be played where possible.

- Rewards – lunchtime supervisors will be expected to reward children by using praise and positive reinforcement. Year 6 pupil champions will work alongside lunchtime supervisors and will reward children who are following the charter with a sticker. This can then be exchanged for a house point from the class teacher.
- Where lunchtime behaviour does not meet our high standards, lunchtime supervisors will record on Behaviour Watch. Where a child appears on Behaviour Watch 3 times in one week, the child will miss playground privileges for the following week and will spend lunchtimes with the learning mentor allocated to their year group.
- Lunchtime supervisors are expected to intervene in, and resolve, incidents on the playground in a restorative manner. Year 6 Pupil Champions have been trained to deal with lower level playground issues such as children feeling left out and having no-one to play with. However, ultimately the responsibility lies with lunchtime supervisors to support them should they require it.

## **11. Parental Partnership**

- As a school, we place a high priority on clear communication within the school and on a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Behaviour Watch is used to communicate within school. The school needs and expects parents' support and understanding.
- MarvellousMe! is used to communicate praise to parents and it is the expectation that all parents sign up and engage with this tool to enable us to effectively communicate when a child does something we are proud of
- Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process is the class teacher who has the initial responsibility for the child's well-being.
- Early warning of concerns should be communicated to the parents so that strategies can be discussed and agreed before more formal steps are required. This will allow parents to provide rewards/encouragement at home, and will allow school and parents, working together, to effectively monitor the impact of the strategies.
- It is important that we teach children about mutual respect and understanding. In order to ensure strength within our community, it is an expectation that all parents adhere to our Rickley Park rules of be responsible, be respectful, be safe.

## **12. Recording Unacceptable Behaviour**

- The vast majority of incidents will be relatively minor and will not require any formal recording. However, to ensure that the school has a true reflection of the effectiveness of this policy, it is necessary to monitor and evaluate its impact by keeping a record of the quality of behaviour.
- In line with this revised policy, Behaviour Watch will be used to record all incidents that occur.
- For low level, persistent behaviour the class teacher is responsible for recording all incidents using the online system.
- Medical issues will also be recorded on Behaviour Watch (except EYFS).
- Behaviour will be monitored weekly by the learning mentor and SLT. Trends in repeated incidents, areas, times etc will be scrutinised. Victim analysis will also be carried out weekly in order to provide early intervention and prevent bullying.
- In addition, the Headteacher keeps a copy of any Behaviour Review Meetings and exclusion forms.

### 13. Positive Handling (Physical Restraint)

- Section 93 of the Education and Inspections Act 2001 enables school staff to “use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to, any of the following:
  - a) committing an offence (*or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil*)
  - b) causing personal injury to, or damage to property of, any person (*including the pupil him/herself*); or
  - c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.”
- Becoming out of control for a pupil can be a frightening experience. However, when a pupil is in danger of hurting themselves, others or causing significant damage to property it may be necessary, as a last resort, to use positive handling techniques.
- In the vast majority of cases, with almost all of the children, this will not be necessary due to the range of effective de-escalation strategies used by the staff. Positive Handling is only likely to be used on rare occasions or where it has been agreed with parents as part of an existing behaviour plan.
- Positive Handling should be carried out by two members of staff with one other member of staff witnessing.
- The school has a number of staff trained in ‘Positive Handling’. These are the only members of staff who should be using positive handling techniques. As noted above, Positive Handling techniques are used as a final tool in the box, when all other de-escalation strategies have proven to be ineffective. In addition, the deployment of Positive Handling techniques will always be subject to contextual consideration, the

result of risk assessments and information on Behaviour Plans. The use of restrictive physical restraint is specifically used to prevent injury and in this sense the duty of care extends to the use of Positive Handling techniques to ensure the safety of pupils and staff.

- Where positive handling as part of an agreed behaviour plan this should be recorded by the class teacher. Where it is a significant incident, or positive handling is used beyond an agreed behaviour plan, the member of staff must complete an incident report. Post incident the pupil should have the opportunity to communicate their feelings to a member of staff not connected to the incident, if deemed appropriate.
- All instances of Positive Handling must be recorded on Behaviour Watch and parents must be informed.

#### **14. The Role of the Governing Board**

- 14.1 The Governing Board, via the Pupils and Parents committee, will review the policy, and its effectiveness, on an annual basis, in the Autumn Term.
- The Headteacher will provide the Governing Board with a termly update of behaviour throughout the school.
- In the event of an exclusion (*temporary or permanent*) the Governing Board will be notified, in line with the DfE procedure. The Headteacher, when appropriate, will report to the Governing Board, on a termly basis, the number and type of exclusions.



