

Road Primary School



Behaviour Policy

Reviewed and agreed by Governors: June 2018
Next review June 2019
To be reviewed annually
Committee responsible: Teaching & Learning

ROADE PRIMARY SCHOOL

Policy for Behaviour & Discipline

This policy aims to ensure a positive and caring atmosphere in our school in which teaching and learning can take place in a safe and happy environment.

“Pupils have positive attitudes to learning and show excellent relationships and behaviour.

Teachers have high expectations of what pupils can achieve and develop good working relationships in the classroom.”

Road Primary School Ofsted 2015

As a school we all take responsibility for developing our working environment and our relationships. Our ethos is vital for us and our school. We all work together regardless of role to support each other, to make the right choices and learn together. Behaviour is a choice and we all model the behaviour that we wish to see in others. The school actively promotes a positive behaviour choice and it is the responsibility of everyone involved to be the support, guide and role model for others to aspire to.

As adults in the school (staff, governors and parents) there is a greater expectation to model the behaviour we would like to see in our children.

Key to a successful positive behaviour policy is **ALL STAKEHOLDERS** playing their part. We all realise that for our school to be successful in all aspects we all need to play our part, parents, children, staff and governors. We strongly believe that we have a school to be proud of and that our positive ethos promotes excellent behaviour and creates proud, passionate young learners.



Aims:

At Road Primary School we aim:

- To provide a happy, safe and caring place to learn
- To promote excellence, enabling all children to achieve their potential
- To provide our pupils with rich, diverse and enjoyable learning experiences
- To promote and foster self-esteem, motivation and a lifelong love of learning

To encourage the children to become responsible citizens and to have respect for all
To work in close partnership with parents, carers and the wider community for the benefit of our children

Aim high and reach for the sky!

Values:

At Roade Primary School we support our children to be:

Resilient
Optimistic
Ambitious
Dedicated
Empathetic

Ethos:

‘A supportive community developing confidence, independence and a love of learning.’

Play your part: We expect all members of the school community to:

- Respect others regardless of race, creed or gender
- Act considerately towards others
- Develop pride in themselves, their appearance, their work and their school
- Respect the rights of others and other people’s property
- Respect each other as individuals but reject anti-social behaviour
- Take personal responsibility for their actions
- Listen to each other
- Help and care for one another
- Be honest, truthful and trustworthy

Teachers are aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding raised voices.

Teachers contribute to the Open Door policy for parents and carers providing opportunities for parents to be part of their child's learning. The teachers ensure that reporting is done with accuracy and honesty on each child's progress. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

Teachers report back on any children causing concerns to the Head Teacher. This can be both formally, with a record being given to the head Teacher or a report being made to a senior leader/child protection officer. Support staff need to be supported in the sanctioning of unacceptable behaviour by the teaching staff. When a child's name is reported to the head teacher with regularity, the head Teacher will consult the parents of the child.

In the case of a more serious offence, the child will immediately be sent to the Head teacher.

Rewards and Incentives

Key to our positive behaviour policy is our rewarding of positive behaviours and for making the right choices. **ALL ADULTS MUST BE CONSISTENT IN REWARDING OUR PUPILS.**

Roade Primary School's agreed rewards and sanctions:

Relationships:

Staff **must** build great relationships with the children and parents. Teachers must be proactive in celebrating all children's successes no matter how small an achievement. The development of self-esteem is ongoing. The adults around the children must build the capacity for resilience in our pupils and create the environment where it is ok to make a mistake and learn from them. Adults must build a positive relationship with the children in their care and ensure that there are supportive role models around them that will listen to them and encourage them to make the right decisions. The teacher will develop communication and ensure that there is ongoing discussions with parents to support praise both in school and at home.

Rewards:

- Praise and smiles
- A “well done”
- Whooshes, fantastics and fireworks (read write inc style)
- Head Teacher’s bears (visit to the Head Teacher to show great work or reflect upon good behaviour and manners)
- Showing children’s work to another class/teacher.
- Certificates for subjects
- Optional “Golden time”*
- Well-done certificates
- Head Teacher Award
- House Points – all children and adults within the school are a member of one of 4 houses. Children can be awarded house points to encourage appropriate behaviour and to mark academic achievement. House Points are totalled each week with the winning house being announced in Achievement Assembly on Fridays.
- Positive reinforcement in the form of praise and encouragement or the extension of privileges
- Stampers, stickers, certificates, choosing time etc. for positive behaviour
- Achievers assembly*
- Lunchtime awards
- Being awarded a termly achievement Award/Cup

*Key Stage 1 can if required operate a “golden time” to reward the pupils for hard work

*Each week will have a well-done assembly where certificates both from in school and at home can be awarded or shown to the rest of the school.

School Rules and Consequences

- All members of staff share the responsibility for maintaining high standards of behaviour throughout the school and will intervene in any instances of unacceptable behaviour.
- There is a Worry Box in each classroom in which children can place a note of anything which is worrying them. This matter can subsequently be dealt with by the class teacher, individually or within Circle Time sessions as appropriate.
- Through PSHCE, assemblies and the use of SEAL resources we address these social and emotional aspects of learning; motivation, self-awareness, empathy, managing feelings and social skills.

Sanctions:

- Positive reinforcement and praise first.
- Visual warning by an adult.
- Verbal warning by adult
- Given time out to reflect within the classroom.

- Separated from the others within the classroom (asked to work on a separate table from the other pupils)
- Informal conversation with parents of the child.
- Missing 5 minutes of playtime.
- Behaviour card introduced to support good behaviour and attitude.
- Missing 10 minutes of playtime (inside the school finishing work)
- Separated from the classmates, working in another class.
- Missing playtime.
- Formal conversation with class teacher and parents after school with child present.
- Sent to the Head Teacher to discuss behaviour.
- Immediate phone call to parents and plan put in place for further action.
- Formal letter to parents to arrange a meeting with school staff and additional outside agencies if required.
- Fixed term exclusion
- Full exclusion from Roade Primary School

Time out:

To calm a situation time outs can be used they are as follows:

Time out 1: – remove from situation for **5 minutes**

- Classroom - carpet area/ alternative desk
- Playground – stand by the playground wall
- Assembly – sit next to a teacher

Time out 2: – remove from situation to partner class for **10 minutes.**

This should be an ongoing agreement with another class. If children refuse to go to a different room for time out then a member of the leadership team should be requested to come and move the child to their allocated timeout room.

Time out 3: – remove from situation by Deputy Head/Senior Teacher for **30 minutes.**

* Children required to stay inside the school at playtime, will have to complete the work they missed in lessons.

*The midday supervisors will manage poor behaviour at playtimes and lunchtimes. In some cases this may be reported back to the class teacher to follow up on. Persistent poor behaviour at playtimes and lunchtimes will be recorded and reported to the Head Teacher. When the same child's name appears 3 times in a term, the child will either miss their playtime or have to be picked up at lunchtime by parents to eat their lunch off site.

*Behavioural/reflection sheets are used to ask the child to reflect upon their behaviour after the events. These can be used orally in Reception and Key Stage 1, however the older children in Key Stage 2 will be expected to write their reflections themselves.

We use praise for the right behaviour rather than a sanction for the wrong whenever possible.

Equality and Fairness

At Roade Primary School all pupils, parents and staff are treated equally, with respect and in a just and fair manner. That the school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, from policy decisions to the pupil School Council.

We are particularly aware of the potential vulnerability of children who have special needs. Strenuous efforts are made by staff to ensure that children are treated in a non-judgemental manner. It is especially important to us that all are treated with equality and fairness by others within our school community

Playground Rules

This whole-school policy is in operation at all times, including during breaks and lunchtimes. These periods are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others. However, many lunchtimes and breaks can present some children with difficulty. Children are able to air concerns during Circle Time, class 'worry boxes', via School Council Representatives or directly to Class Teachers or the member of staff that is on duty at the time. Staff actively seek the views of children.

As with all staff, we value our lunchtime supervisors and work in partnership with them to promote our positive behaviour policy during lunchtimes and breaks. Supervisors are expected to maintain order and adhere to the procedures laid down in this policy and are treated with the respect afforded to all adults at Roade Primary School.

The playground is zoned and includes a quiet area and free play areas. The children have use of equipment and are encouraged to use and care for it appropriately. At all times the children must adhere to the requests of the person on duty. On occasions not all areas are available to the children. This could be due to weather conditions, therefore, our zones are flexible. The playground also has a Friendship Bench on which children can sit if they are feeling lonely or upset. Older children have responsibility to be a "Buddy" and assist children who use the Friendship Bench. Buddies will inform the class teacher of the children who they have assisted. Our recent "Happy Lunchtime" award is well earned by our lunchtime staff who run activities and support the children in playing well together.

If a child fails to follow the playground rules children will be reminded of the standard of behaviour expected. The consequences for breaking the school rules will be followed. Minor incidents may result in time out (KS1 – 5mins and KS2 – 10minutes). Lunchtime supervisors will inform the class teacher of persistent poor behaviour. If a child refuses to accept a sanction or display unacceptable behaviour the supervisors inform the Deputy Head teacher or Head teacher.

Behaviour outside school

At Roade Primary School we feel that our pupils are representatives of our school community and as such will be expected to follow our ethos outside school premises. This could include:

- Travelling to and from organised school activities.
- Walking to and from school
- When representing the school in the wider community (i.e. away sporting fixtures, singing in the choir, school residential trips)

The same sanctions will be applied as within school. We have also taken guidance from *'Improving Behaviour and Attendance Department for Children, Schools and Families Sept. 2007'*:

"For behaviour outside school, but not on school business, a head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour among the pupil body as a whole. This will be a matter of judgement for the head teacher (The head teacher will take further guidance from the LEA.) It also states that "Pupils' behaviour in the immediate vicinity of the school can also be grounds for exclusion."

Everyone PLAYS THEIR PART...

• The role of the class teacher

It is the responsibility of the class teacher to ensure that the school ethos is supported and promoted in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the ethos consistently. The teacher treats all children in her/his class with respect and understanding and actively looks to "like" the children in their care.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in an informal manner. Parents are involved at an early stage so that we can work in partnership to ensure more acceptable behaviour. However, if misbehaviour continues, the class teacher seeks help and advice from other members of staff including the SENCo and/or the head teacher.

The class teacher may liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the

needs of a child with the Educational Entitlement Service or LEA behaviour support service, after having discussed the issues with the SENCo and/or the head teacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

- **The role of the non-teaching staff**

All members of school staff have a responsibility to uphold the good behaviour policy and provide a good, positive role model for our children and other adults to aspire to. They should ensure that children move sensibly and quietly through the school at all times, work together with respect and understanding and follow instructions.

Lunchtime is an opportunity for children to socialise and communicate with their friends. There should be a calm atmosphere in the hall and children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of especially good behaviour at lunchtime as well as about unacceptable behaviour. They have stickers with which to reward the children for good behaviour.

- **The role of the head teacher**

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

- **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's consistent approach to school behaviour in the home school agreement and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue

between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to behave in a reasonable and courteous manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the head teacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

- **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

- **The role of the pupils**

Pupils are encouraged to report all incidents that occur throughout the school. All pupils are told that being a bystander is to be part of the situation. All children are told of their responsibility to the whole school ethos. There may be occasions where it is felt appropriate for the child involved in an incident to have a peer or role model to help, support or monitor. All children are encouraged to take responsibility for each other. Although sanctions are put in place by the adults, it is the responsibility of the whole school community to ensure our high standards of behaviour and manners are maintained and modelled. If a child is leading an activity at playtime or lunchtime and there is an incident, the children are told explicitly not to deal with the incident themselves, but to get an adult involved.

Roade Primary School is an inclusive school and we do have children who are non-English speakers, SEN pupils and pupils with disabilities. All children and cases are judged individually, however the school will at all times adhere to its ethos and values. Anti-social or bullying behaviour is not accepted by anyone to anyone. Where necessary the school may have to involve the parents earlier on in the process to aid communication and understanding.

- **Dealing with referrals**

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family

tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour:

- All incidents of prejudicial behaviour will be reported directly to the Head, in his absence, to the Assistant Head Teachers.
- All incidents will be fully investigated and recorded in the safeguarding concern forms and records kept in the child protection files.
- Parents are contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the safeguarding folder and safeguarding child file.
- The Head Teacher follows-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.

If deemed necessary, serious incidents will be discussed and referred to the **MASH Team, 0300 126 1000**

- **Fixed-term and permanent exclusions**

Only the head teacher (or the acting head teacher) has the responsibility to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

When an appeals panel meets to consider exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents and the LEA, and considers whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

- **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The whole school community have access to this policy and at every review the parents and staff will be informed of any changes and signposted to the reviewed document. There is regular feedback and questionnaires sent out to parents for them to highlight whether the policy is effective or not.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher may record those incidents where a child is sent to him/her on account of bad behaviour. We may also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors may give written details of any incident in the incidents book that we keep in the staff room.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

- **Review**

The governing body reviews this policy annually. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

- **Training**

Whenever necessary the school will undergo training for the staff to ensure current guidelines and policy is adhered to. The pupils will have anti-bullying training as part of their SEAL/PSHE lessons. This will be reviewed as and when necessary.

Teaching staff, office staff, site staff and volunteers will all receive awareness training following Head teacher Training at PREVENT spring/summer 2017.

Although there is no requirement to annually update this training, INSET and staff training days throughout the year will include reminders and refreshers of the key messages shared, to ensure that the training remains effective and of importance.

If you have any questions about this behaviour policy, please do not hesitate to contact the Headteacher.