



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

***Behaviour Policy and
Principles Statement***

Aims

The Behaviour Policy aims to:

- promote a safe, effective, fair and positive learning environment, fostering understanding, consideration, co-operation, and responsibility;
- promote the development of self-esteem, self-discipline and self-confidence and a problem-solving approach to conflict resolution;
- foster high standards of behaviour by providing a common but flexible approach to behaviour management underpinned by a set of agreed values which are understood by the whole community;
- involve the school community, particularly the children, in solving problems and conflict;
- provide structures and systems to support positive behaviour and to ensure new members of the school community are aware of the school's ethos, values and approaches.

Objectives

- To emphasise the importance of good behaviour and its relationship to learning.
- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnerships between parents, children and the school in the achievement of high standards of behaviour within the whole school community.
- To encourage every member of Roe Lee Park Primary School & Nursery to show care, courtesy and consideration to other members of the school and to the wider community.

Principles

The primary aim of Roe Lee Park Primary School & Nursery is that every member of the school community feels valued and respected and is treated fairly. The school promotes a caring, nurturing ethos, with values built on mutual trust and respect for all. The Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school recognises that effective teaching and learning can only take place in an atmosphere where there is a clear understanding of expectations for acceptable behaviour. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of school life. All members of staff will model high standards and children will be given clear guidance on what is expected of them. Partnerships with parents will be promoted to ensure that the school's values become central to the lives of all the children. Upon admission to the school, all parents / carers will be asked to sign our Home - School Agreement to show their support of the policy.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that all members

of the school community can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Expectations

- The school expects every member of the school community to behave in a considered way towards others.
- All members of the school community should be treated fairly.
- Children should be able to develop and grow in a safe and secure environment, and should be encouraged to be positive, responsible and increasingly independent members of the school community.
- All members of the school community display and promote our six school values:
 - kindness
 - respect
 - determination
 - honesty
 - friendship
 - enthusiasm.

These values are displayed in each classroom and reflect expectations for behaviour in school, focussed on learning, feeling safe and respect for others.

Behaviour management strategies at Roe Lee are underpinned by our shared values and our promises, with children encouraged to think about how their behaviour affects others. We uphold a restorative approach to behaviour management which promotes a harmonious ethos around school and constructive solutions to any conflict that may arise.

Teaching Strategies

All adults working with children should model controlled, respectful, verbal and non-verbal behaviours. Learning activities are planned to be creative, engaging and appropriately challenging. Children are active partners in their learning with our bespoke curriculum designed to meet their needs. Effective assessment for learning strategies ensure that teaching and learning is responsive and meets the varying needs of pupils across all classes.

Children are made aware of what is expected of them through Success Criteria at the beginning of each lesson. Appropriate behaviours are taught and reinforced on a regular basis. Our focus on effective behaviours for learning encourages children to develop and use emotional, social and cognitive skills together to guide their behaviour using problem solving and restorative strategies. Positive behaviour is reinforced through a range of strategies.

These include:

Team Points

All children will be allocated a team when they start in Reception:

Attenborough

Hawking

Mandela

Rashford

Mother Teresa

Yousafzai

Children can earn team points for good work and behaviour reflective of our values. Once a child has been allocated a team point it cannot be taken away. The team points will be collected weekly by monitors and the winning team announced in Celebration Assembly. At the end of each half term, the team with the most points is rewarded collectively, e.g. a non-uniform day, extra playtime, or any other reward deemed appropriate or suggested by School Council.

Individual awards for team points include certificates when children reach twenty, fifty, seventy-five and one hundred team points. Children are able to redeem their team points for a selection of prizes chosen by School Council.

Values Awards

Each teacher will recommend Values Awards to be awarded in the weekly Celebration Assembly. These will be awarded to children promoting the school values and ethos or setting a good example generally with regard to attitude to learning, behaviour and good manners.

Individual Class Rewards

Individual class rewards will vary from class to class depending on the age of the children. They may include raffle tickets, stickers, showing work to another teacher or the Headteacher, VIP points or praise postcards.

Behaviour Management Strategies - The Traffic Light Approach

The Traffic Light approach is the agreed system for managing behaviour across school.

- All children start the day on Green.
- If a child displays unacceptable behaviour, they will be warned about moving to Amber.
- Continued unacceptable behaviour will result in their name being put on Amber.
- This results in them missing 5 minutes of their next playtime during which time a restorative conversation will be held with the class teacher.
- If the child continues to display unacceptable behaviour, their name will be placed on Red. This results in them missing 10 minutes of the next playtime.
- Following their reflection time, children have the opportunity to return to Green by displaying the agreed school values.

- Further misbehaviour – if a child continues to display unacceptable behaviour after being on Red, they will then work away from the class with an identified member of SLT for the next session. Parents will be informed at this stage.
- Continued misbehaviour will result in appropriate restorative sanctions, discussions with parents, and the introduction of a behaviour log.
- Serious behaviour incidents should be reported to Headteacher immediately.
- A child may be moved straight to Red for serious incidents – fighting, swearing, aggressive behaviour, walking away or refusing to follow instruction from a member of staff.
- Incidents of serious behaviour, including harmful sexual behaviour, will always be recorded on CPOMs and will be referred immediately to the Headteacher and / or DSL team. Parents will be informed and appropriate action will be taken in line with the severity of the incident.
- If it is felt that a particular child consistently displays exceptional behaviour / achievement, their name will be moved to the recognition board above the traffic light.

In any cases where behaviour becomes persistently challenging, this can be extremely detrimental, not only to the child, but also to the safety, happiness, progress and attainment of others.

In such cases the following procedures are followed:

- Wherever possible, incidences of such behaviour are managed by a senior member of staff and sanctions applied as appropriate;
- If unacceptable behaviour continues, parents are informed and suitable ways of dealing with the problem discussed.
- If a child persistently demonstrates poor or disruptive behaviour, it may be appropriate for the child to have an Individual Behaviour Plan. The class teacher, SENDCo/Headteacher, parents and child will meet to discuss the behaviours and to draw up the plan together. Advice and assessment from outside agencies could also be used to support the plan.
- In exceptional circumstances, the Headteacher has the right to exclude children for short periods, for certain periods of the day, or permanently, in line with Local Authority procedures.

Use of Reasonable Force

- Reasonable force is defined as: 'physical contact by a member of staff on a pupil to control or restrain their actions/movements in order to prevent or stop:
 - a pupil from committing any offence;
 - a pupil causing personal injury to any person including the pupil themselves
 - damage to property;
 - disruption to education and good order at the school.
- Reasonable force can also include physical restraint, such as holding a pupil's arms back to prevent a fight but is not limited to this.'

- 'Reasonable' means using no more force than is necessary; for example, guiding a pupil to safety by the arm or blocking a pupil's path.
- The school may use reasonable force to ensure a child/children are safe or to ensure children carry out reasonable requests, always considering the rights, needs and safety of the child. The school adheres to and takes account of the Ofsted publication guidance: <https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>
- The following principles must be adhered to:
 - Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
 - In line with DfE guidance, school does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil as they may fail to keep them safe from harm.
 - It is always unlawful to use force as a punishment.

Exclusions

An internal exclusion is defined by the DfE as the removal of a pupil from class to a designated area within school, with appropriate support and supervision, or to another class on a temporary basis and may continue during break periods. This may be given for a serious breach of the routine behaviour expectations or when a child assaults another child as part of a provoked disagreement.

A **suspension (previously known as a fixed-term exclusion)** is defined as an exclusion from school for a fixed period of days. School work will be provided for the child to complete at home. A reintegration session will always follow a fixed term exclusion, but this may be a brief conversation with the Headteacher or senior leaders and then a return to class. Following a suspension, if a child is not willing to follow instructions from school staff, parents will be asked to stay whilst the child settles into work and this may take place in the classroom to ensure compliance. A suspension is considered in extreme circumstances such as when a child uses violence, intimidating or threatening behaviour towards other children or adults.

Permanent Exclusion (PE) is a permanent sanction, which will be determined as necessary only by the Headteacher or Deputy Headteacher. This decision must be ratified or overturned by the Pupil Discipline Committee of the governing body. A Permanent Exclusion will be considered following a serious breach (one-off) or persistent breaches of the Behaviour Policy which affects the learning or safety of themselves or others.

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

If the Headteacher excludes a pupil, parents must be informed immediately, giving reasons for the exclusion. The parent must also be informed that it is their responsibility to ensure

that their child is not present in a public place in school hours during the first five days of any fixed exclusion. At the same time, the Headteacher 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.

Where an exclusion has been invoked, it is the school's responsibility to arrange full-time education (off site) from and including the sixth day of any period of fixed exclusion of six days and longer.

The Headteacher informs the Local Authority and 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 Headteacher.

In the case of any exclusions, the Governing Body would convene a discipline committee made up of between three and five members to consider any exclusion appeals on behalf of the Governors.

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

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Developing Positive Behaviours

In addition to the frequent informal opportunities to encourage positive relationships, Personal, Social and Health Education (PSHE) is part of the formal curriculum for all pupils. This includes, but is not limited to, weekly sessions which provide opportunities for children to explore sensitive issues, become involved in solving problems and conflicts and make suggestions for improving areas of school life. School assemblies also address issues of community, culture and moral development, promoting respect, understanding, appreciation and enjoyment of different cultures, lifestyles and social groupings, as well as encouraging children's growth mindset and spiritual growth. Children are also encouraged to take on responsibilities to aid the smooth running of the school and to support and help other children in a variety of ways. This contribution is acknowledged through the presentation of certificates and the granting of certain privileges.

Bullying

Bullying is a behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally. At Roe Lee Park Primary School, we aim to prevent bullying by teaching the importance of value and respect during lessons

and assemblies. Children are actively encouraged to talk about problems and worries and staff will always listen carefully to all involved.

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has occurred, immediate actions will be taken to prevent any further occurrences of such behaviour. The school is committed to ensuring that all children attend school free from fear. ***See Anti-Bullying Policy for further information.***

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are applied in their classroom, and that children are encouraged to behave in a responsible manner at all times. All the 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 will treat each child fairly, with respect and understanding and will apply the Behaviour Policy consistently.

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

The Role of the Headteacher

It is the responsibility of the Headteacher, to implement the Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. The Headteacher reports to the Full Governing Body each term, outlining any incidents recorded as 'serious incidents'. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

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

The Headteacher will involve parents at an early stage where a child is experiencing problems with behaviour. When there is a serious problem with a child's behaviour, the Headteacher will, where appropriate, work with the SENDCo to involve outside agencies.

The Role of Parents

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

Parents are expected to support their child's learning and to co-operate with the school, as set out in the Home-School agreement. We aim 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.

If parents have any concern about the way that their child has been treated, they should **initially contact the classteacher**, followed by the Headteacher should their concerns remain. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as laid out in the Complaints Procedure Policy.

The Role of Governors

The Governing Body has the responsibility for ensuring the school has general guidelines on standards of discipline and behaviour and for reviewing their effectiveness.

The Headteacher has the day-to-day authority to implement the school Behaviour for Learning policy but Governors may give advice to the Headteacher about particular issues. The Headteacher should take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The overall effectiveness of this policy will promote the nurturing ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress, promoting the high standards and high expectations set out in the school's aims and rules of conduct.

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.

Links with Other Areas of School Policy

This policy is related to all areas of the life and work of the school. Bullying and racism may often, but not always, be linked with obvious, visible unacceptable behaviour. There are other detailed policies relating to each of these issues, but, in relation to this policy, we wish to make it clear that bullying, racist and other harassing behaviour will not be tolerated. Any incident perceived to be bullying or racist is dealt with according to relevant policies, and curriculum policy in PSHE, Citizenship, Communication and RE address these issues. School policy in respect of Parental Involvement, Child Protection, Equal Opportunities and Social Inclusion, Out of School Activities, and Collective Worship also has bearing on the promotion of positive behaviour.

This policy is also linked with the school's **Special Educational Needs and Disabilities (SEND) Policy**, principally relating to provision and support for children with Social,

Emotional and Mental Health (SEMH) difficulties. At any one time in school there is likely to be a small number of children with marked emotional difficulties, which present as extremely challenging behaviour. The school has a responsibility to provide for and support all children, including those with significant emotional and/or behavioural difficulties, whilst maintaining a positive learning environment for others. Procedures relating to the Code of Practice for Children with SEND will be implemented for children perceived to have SEMH and, where appropriate, support from specialist outside agencies will be sought.

As far as possible children with SEMH will be treated in accordance with the school's Behaviour Policy, but there may be exceptional circumstance when particular methods and strategies may need to be employed, under the guidance of the Head teacher and Deputy Headteacher, which fall outside this policy. At all times staff will strive to maintain a positive learning environment for all, within existing constraints.

Equal Opportunities

To ensure equality of opportunity we aim to:

- monitor issues such as age, gender, racial incidents, frequency of involvement by children or groups of children.
- make time to create opportunities for children to give their point of view and record it.
- be aware of any special educational needs of the children.
- be aware of any difficult circumstances that are occurring away from school.
- apply this policy in a consistent and a fair manner.

PREVENT

This policy is to be read in conjunction with the school's PREVENT policy referencing the Counter Terrorism and Security Act February 2015, which gives due regard to 'the need to prevent people from being drawn into terrorism or be subject to radicalisation.' As part of the school's safeguarding procedures, our policies comply with this Act and below is a link to DfE guidance about this duty. http://www.emcsrv.com/prolog/PG/DfE/Schools_Guide-Social_Media_V16.pdf

This policy must also be read in conjunction with The Single Equalities policy, Child Protection Policy, Care and Control of Pupils, Home-School Agreement, Teacher Handbook and Anti-Bullying Policy.

Review

This policy will be reviewed every year. The Headteacher 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.

Policy written by: Gillian Wilton (Headteacher)

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Next review date: October 2023