



Roecliffe CE Primary School

Behaviour Policy

Full GB 28.11.2018

“Love your neighbour as you love yourself”

Ours is a very friendly, welcoming and caring school. We believe that people achieve more when they feel happy, secure and valued. Our philosophy is to educate the whole person; we want the children to enjoy their learning and we have high expectations for their academic, creative and social progress. Team spirit is very much part of the ethos here and there is high expectations of all staff, pupils and parents to work cooperatively, to make a positive contribution to the life of the school and to give their best.

Roecliffe Church of England Primary School expects the very best standards of behaviour, but recognises that the best way to ensure these standards are maintained are through a belief in ‘reflection, forgiveness and reconciliation’. By getting our pupils to think about the choices they make we hope to give them the strategies to make caring ones. When choices lead to incidents we do not want to see the pupil will be asked to reflect on what has happened and when appropriate forgiveness offered to them through reconciliation with the person or persons affected by the pupil’s choice.

Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.

School Practice

We:

- ◆ are a model of expected behaviour
- ◆ give regular specific praise and encouragement to children, drawing attention to rules when they are being kept
- ◆ praise or reward disruptive pupils as soon as acceptable behaviour is observed
- ◆ give attention to pupils who need it at times when staff choose to and not just when pupils demand it
- ◆ do not get drawn into conflict
- ◆ avoid over-reaction to minor instances of poor behaviour
- ◆ use humour to defuse situations if appropriate
- ◆ do not use personal criticism or sarcasm
- ◆ establish a small number of school and classroom rules and discuss these regularly with children to encourage ownership

- ◆ use positive rather than negative language to communicate expectations and feedback to children
- ◆ give instructions and guidance in clear understandable language
- ◆ be reasonable, firm, fair, positive and avoid recrimination
- ◆ provide opportunities for reconciliation between individuals as appropriate
- ◆ plan for and manage transitions between activities in the classroom and around the school building
- ◆ plan for differentiation in the curriculum to enable all children to access it and to regularly achieve success
- ◆ organise classroom space and resources carefully
- ◆ set realistic, short-term targets for behaviour for individuals who are consistently demonstrating poor behaviour.

GOLDEN TIME & POSITIVE BEHAVIOUR

The school promotes and expects high standards of behaviour from all its school community.

Golden Time is a reward of 30 minutes of ‘free time’ every Friday, aimed at promoting good behaviour.

If a Golden Rule is broken, the pupil will be told clearly which of the Golden Rules have been broken. If another rule is broken, 5 minutes of Golden Time will be lost. This will be recorded on the pupil’s Golden Time Record Card, dated, with the reason why.





Golden Time Rules

We are gentle	We don't hurt others
We are kind & helpful	We don't hurt anybody's feelings
We listen	We don't interrupt
We are honest	We don't cover up the truth
We work hard	We don't waste time
We look after property	We don't damage things

When pupils lose Golden Time, they will be sent to the Headteacher, who will discuss improving behaviour the following week. This is a time for reflection.

The principles of Golden Time are directly linked to the 5 outcomes of the every Child Matters Agenda (Children’s Act 2004) and to OfSTED’s Sustainable Schools Self-evaluation document.

Pupils are rewarded for good behaviour through positive praise that reinforces acceptable behaviours. In particular, desirable learning behaviours are reinforced, thus pupils are rewarded for effort and perseverance in addition to successful outcomes.

House Captains and House Points

The pupils are organised into one of four houses, each with a House Captain nominated at the beginning of the year by their House peers. The houses are:

- **NORTH (blue)**
- **EAST (green)**

- SOUTH (yellow)
- WEST (red)

House points are awarded for a range of positive behaviours... good manners, working hard, perseverance, kindness to others, cooperation etc. The achievement of each house is celebrated in Friday learning celebration assemblies.

At the end of each term, the winning house chooses a treat. E.g. non-uniform day, extra playtime, funny hairstyle day, hot chocolates.

Merits

Merits are awarded for work that has been completed to a particularly high standard or to recognise a high standard of academic achievement.

Merit stickers are added to the Home-school contact book, resulting in awards are earned incrementally.

Managing disruptive and unacceptable behaviour.

If the child's behaviour has resulted in disrespect to another pupil or adult then they must face up to this, seeking forgiveness and asking the person what should happen next. It may be that a letter asking for forgiveness and explaining what they will do differently in the future in a similar situation is needed. Children **must** always be given the opportunity to seek forgiveness and offer / be offered alternative behaviour choices for the future.

The support of senior leaders is always available, but we recognise that it is best for all adults to take a responsibility for maintaining the high standards and values we expect from children. This generates respect for all staff.

It will be up to the discretion of staff whether or not they involve senior leaders or meet with parents for further reflection (this will depend on the initial actions taken by the child). Staff have a duty to keep parents informed if their child is involved in acts of disrespect, aggression or repeated disruptive behaviour.

Behaviour incidents are recorded on SIMS (School Information Management System) and reported to governors on a regular basis.

Where necessary parents will be informed. and if the behaviours persist parents will be invited to attend a meeting with the Headteacher to look at ways to resolve the problems that the child is experiencing. The class teacher will normally be invited to join this meeting.

Staff have a responsibility to support and promote the positive behaviour of pupils at all times including non-directed times e.g. when pupils are in the corridor, in the lunch hall or entering the classroom.

A teacher or other staff member should therefore be present at the classroom door at the start of each teaching period, supervising the children's tidy and appropriate use of the cloakroom and the manner that the children enter the classroom. This promotes high expectations and ensures there is a good efficient start to the learning

Early Years and Foundation Stage (Class 1)

In our setting, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

In EYFS, the children are supported with their behaviour slightly differently to the rest of the school due to their age and understanding. Golden Time is not used as the majority of children would not be able to link the negative behaviour to the loss of Golden Time, as this may happen several days after the behaviour has occurred. Instead of this, EYFS staff use a variety of different things in order to support children with their behaviour.

What the EYFS staff do:

- We take a positive and consistent approach towards managing children's behaviour ensuring that we are all following the same procedures (for example the use of a three-tiered behaviour system which is visually displayed in the classroom).
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This mostly takes the form of 'time out' or 'thinking time' from the immediate situation giving the child time to reflect. The time that is chosen for the child to sit out depends on the age of the child. Here, we use a sand timer so the children can visually see how long they need to wait.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of our routines and procedures and to follow them.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.

How we encourage positive behaviour:

- We use praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards.
- If appropriate, we refocus the child's attention on another activity and then praise immediately when they have refocussed their attention.
- We model and encourage activities and routines that encourage sharing, negotiation and co-operation.
- We encourage responsibility in caring for others, animals and the environment (helping with tidying /setting out activities/maintaining the outdoor area/handing out equipment)
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- We model appropriate behaviours in different contexts and set good examples.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.
- We help the children to understand the consequences and effects of their behaviour on others.
- We support the children to resolve conflicts with other children.
- Our weekly celebration assembly regularly gives a head teachers award which can be for positive behaviour.

Behaviour Management and Physical Intervention

All pupils have a right to be treated with respect and dignity.

- Corporal punishment is unlawful in all schools.
- Staff and volunteers must not use any form of degrading treatment to punish a pupil.
- The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.
- Shouting aggressively is not acceptable in any situation.
- Deliberately intimidating pupils by overweening physical presence is not acceptable in any situation.

The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The school has a separate policy on the use of physical intervention which forms part of this Code of Conduct.

All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.