



# Behaviour Policy

Date: September 2020

Review Date: September 2021

# Rivers Primary Academy

## Behaviour Policy

### Aims of the Policy

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### Children's Responsibilities:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To cooperate with other children and adults.

### Staff Responsibilities:

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their individual needs.
- To offer a framework for social education.

### Parent/carer Responsibilities:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

### Encouraging outstanding behaviour for learning in school:

- We make clear our expectations of good behaviour.
- We encourage children to work alongside three simple principles: Ready, Respectful, Safe.
- We encourage children to be ready to learn.
- We encourage children to be respectful of themselves, respectful of their peers, respectful of all staff, respectful of their school and respectful of the community.
- We encourage our children to be safe in the context of the classroom and outside

- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We praise good behaviour both privately and publicly.
- We reward behaviour which is deemed 'Above and Beyond'

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children within the framework of the school spend a lot of time within the classroom, it is essential that well organised and delivered lessons will seek to secure good standards of behaviour. Bearing this in mind teachers should aim to: -

- Know their pupils as individuals: this means knowing their names, their personalities and interests and who their friends are;
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption;
- Pay attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson;
- Continually observe or 'scan' the behaviour of the class;
- Be aware of, and control their own behaviour, including stance and tone of voice;
- Model the standards of courtesy that they expect from pupils;
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sure the children are able to articulate R.R.S and what it stands for.
- Make sure classrooms are displaying R.R.S and what this looks like in specific year groups.
- Make sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous. This breeds resentment; private rather than public.
- Analyse their own classroom management performance and learn from it.

### **Behaviour and Coronavirus**

At Rivers, we are taking the pandemic very seriously. We continue to follow our rules ready, respectful, safe and expect all children to adhere to this. Any behaviour that is deemed to intentionally cause risk to others by cross contamination will be dealt with following our policy. All individuals should respect the personal space of others keeping the advised distance, they should follow the rules for keeping their hands clean and under no circumstance actively try to spread germs through the unnecessary contact with people or objects around them. If, as a school, we feel a child is doing so, parents will be contacted and the normal procedures for higher level behaviour incidents will be followed.

### **Classroom Behaviour Management**

At Rivers, we expect our children to demonstrate behaviour which comes under three simple words: **Ready, Respectful, Safe (R.R.S)**. We ask that the children are **ready** to learn, **ready** to engage and **ready** to respond. We ask our children to **respect** their peers, **respect** their teachers, **respect** themselves and **respect** the school. We ask our children to make sure that they display positive behaviour which ensures they are safe in school.

## Rewards

**Hot Chocolate Friday** - Every Friday, Mrs Wright will ask staff to nominate a child in their class who they feel deserve to be invited to share a hot chocolate with herself and other children from different classes. This will be a chance for Mrs Wright to praise the children in the group for their excellent attitude towards school life and consistent good behaviour.

**Recognition Boards** - Even though we strive for our children to display behaviour that is 'above and beyond', we still want to recognise all positive behaviour. In all classrooms, staff will be using the Recognition Board to identify and celebrate the positive behaviour. Our whole school recognition theme will be shared and throughout the week staff will be looking for examples of this.

### Class Dojo

All behaviour which demonstrates the ASIRE values' will be rewarded with a single dojo point at the end of a morning and afternoon session. Staff will be looking for behaviour from the following categories:

**Active** in our learning

**Sure** we can improve

**Positive** in our attitude

**Imaginative** in our thinking

**Resilient** when things go wrong

We put in 100% **effort**

When children reach one of the milestones, they will receive a badge to wear around school.

Bronze	50 Dojo points
Silver	150 Dojo points
Gold	300 Dojo points
Platinum	450 Dojo points
Diamond	600 Dojo points

## Behaviour Intervention Chart (Sanctions)

1	Reminder	A reminder of the 3 rules (RRS) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'think carefully about your next step'
3	Last chance	Speak privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use 30 second scripted intervention. Stay behind 2 mins after class. 2 mins are owed at this stage and cannot be negotiated.
4	Time out	A short time in the reflection space– a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Complete the 'Thinking Time Thoughts'.  For Key Stage 1 and EYFS, this will take place in their own classroom. For KS2, they will go to the phase leaders (LKS2 and UKS2 to swap).
5	Repair	This might be a quick chat or more formal restorative meeting.

### Time Out

When a child reaches stage 4 of the behaviour intervention chart, they will be instructed to have time-out. This will be carried out within the classroom.

When being placed in time-out, children will be provided with Thinking Time Thoughts to read through and prepare for a short discussion with the class teacher at an appropriate time that day. This will then be handed into Mrs Moorhouse (Pastoral Lead) at the end of the school day.

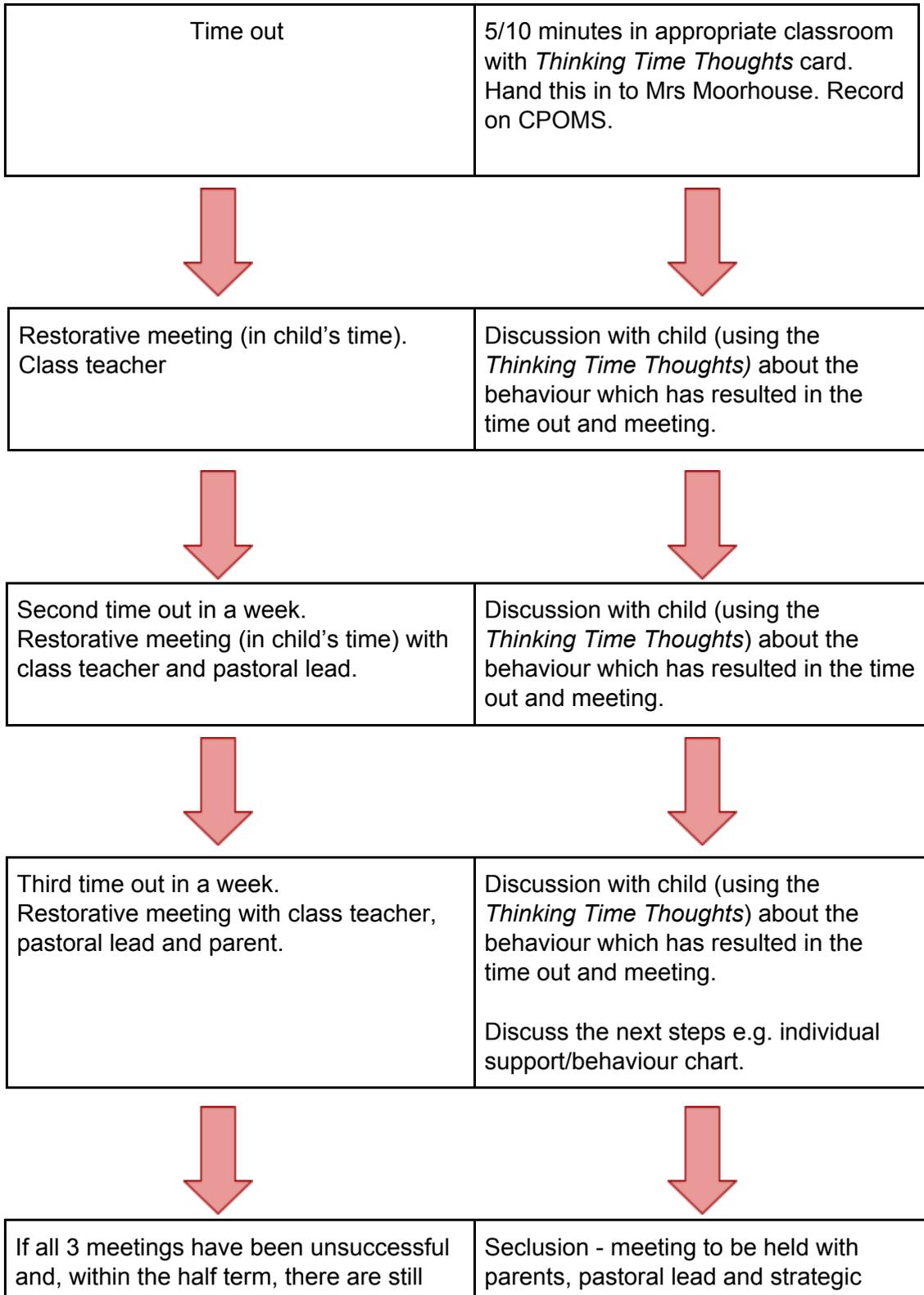
All levels of intervention that reach Stage 4 should be recorded on CPOMs.

### Thinking Time Thoughts:

EYFS Thinking Time Thoughts	KS1 Thinking Time Thoughts	KS2 Thinking Time Thoughts
What happened?	What happened?	What happened?
How did this make people feel?	Who has been affected?	What were you thinking at the time?
What should we do to put things right?	What should we do to put things right?	How did this make people feel?
How can we do things differently in the future?	How can we do things differently in the future?	What are you thinking now?

	How has this made you/others feel?	What should we do to put this right?  <b>Constant disruption</b> - How can we do things differently in the future?
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**Behaviour Intervention - Where to go from Restorative meetings.**



behavioural issues.	phase lead (DHT) to discuss why and potential next steps.
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## **Serious Behaviour Incidents**

Serious behaviour incidents must be referred to the phase strategic lead (DHT/HT). Sanctions for these incidents include lunchtime seclusions, seclusions and exclusions (see appendix A for breakdown of incidents).

Lunchtime seclusions and seclusions will be held the following day, after parents have been informed, and will be facilitated by a member of SLT.

If the behaviour is deemed as severe, the Headteacher has the authority to exclude a child from school, in accordance with the Education Act 2006. A child may be excluded for one or more fixed term periods, up to a total of 45 days in any one school year.

If the exclusion is longer than 5 days the school has a duty to arrange suitable full time educational provision from and including 6th consecutive day of the exclusion, this can be at a shared provision or 'off site' venue. Where a Looked after Child is excluded, provision should be in place from the 1st day of exclusion.

Following the period of exclusion, the parent/carer and the child must attend a reintegration meeting on their return led by a member of SLT. The purpose of this is to make clear that their return to school is based on the understanding that their actions must not be repeated and they must demonstrate that they are making every effort to improve their attitude and conduct.

In extreme cases, a child may be permanently excluded from school in accordance with the Department for Education (DfE) and the Local Education Authority (LEA). Exclusions must be agreed by the Headteacher.

## **Lunchtime Behaviour Management**

The same key messages for behaviour also apply at lunchtimes. The behaviour policy is closely followed by our lunchtime staff and they receive CPD to ensure that consistent messages are being delivered. The pastoral team are also available at lunchtime modelling positive play.

To encourage positive behaviour at lunchtime, and continue to promote the ASPIRE values, all of our children will have the chance to earn a Dojo at lunchtime. Each day, two children from each class who have demonstrated the week's focus value are rewarded with a Dojo point. These are recorded and handed in to pastoral lead at the end of the week.

We also host a weekly 'Come Dine With Me' table where our pastoral team host lunch in the dinner hall for both children who are good role models and those who are finding lunchtime difficult.

If a child is demonstrating disruptive behaviour at lunchtime, they will be asked to have time out with a member of the pastoral team or a senior lunchtime supervisor. If there is a serious breach of rules which would result in a seclusion, SLT are informed and the child is removed from the playground.

NB: During Covid-19, time outs may take place within the classroom if the incident takes place during their indoor slot. The pastoral lead will ensure that any lunchtime incidents have been dealt with according to this policy.

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our *Anti-bullying Policy*.

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our *Allegations of Abuse against Staff Policy* for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Please refer to our *Positive Safe Handling Policy* for more information.

## **Confiscation**

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **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.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Training**

Our staff are provided with an induction to our behaviour policy upon appointment.

Behaviour management will also form part of continuing professional development.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the lead for Behaviour and Local Advisory Board every year. At each review, the policy will be approved by the headteacher.

## **Links with other policies**

This behaviour policy is linked to the following policies

- Allegations of abuse against a member of staff
- Anti-bullying
- Child protection and safeguarding
- Positive Safe Handling
- Preventing extremism and radicalisation
- Sexual harassment and sexual violence

## Appendix A: Behaviour Consequences

Dojos	Positive Notes	Positive phone calls	Recognition Board	Hot Chocolate Friday
* Morning x 1 award for displaying ASPIRE values. * Afternoon x 1 award for displaying ASPIRE values.	* For showing any of the ASPIRE values on a one-off occasion or continued positive behaviour. * At least 3 per day.	* For a child who has impressed that week for any reason. * At least 1 per week.	* Children who display behaviour linked to weekly focus.	* Role model behaviour every day, every week - must have achieved each morning/afternoon Dojo so far to date that week

Time Out	Lunchtime Seclusion	Seclusion/Exclusion
* Repeated refusal to complete work * Repeated disruption in class * Repeated refusal to follow instructions	* Kicking * Pushing * Spitting * Persistent name calling * Swearing * Disrespect towards staff * Vandalism - low level	* Repeated lunchtime seclusions * Deliberate racist comments * Deliberate homophobic comments * Fighting * Vandalism * Bullying * Sexual harassment * Assault on child * Assault on staff * Deliberate breach of Covid-19 protection measures.  Decisions will be made on a 1-1 basis depending on the severity of the behaviour.

- NB: For children who are persistently receiving time outs/lunchtime seclusion, individual behaviour plans will be created led by the pastoral lead.