



# Rivers

PRIMARY ACADEMY

*We Inspire to Aspire*

## **Behaviour Policy**

Date:  
Review Date:

January 2022  
February 2022

# Behaviour Policy

## Aims of the Policy

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- 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 be ready, respectful and safe
- To work to the best of their abilities, and allow others to do the same
- To follow 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 be a role model promoting a positive, consistent culture across school
- 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 form a good relationship with parents/carers 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 needs

## Parent/Carer Responsibilities:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- 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

At Rivers, we expect our children to demonstrate behaviour which comes under three simple words: **Ready, Respectful, Safe (RRS)**. 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 that the children behave in a **safe** way following instructions, using equipment appropriately and moving around school safely.

## Rewards

### Hot Chocolate Friday

Each week staff nominate a child in their class who they feel consistently behaves above and beyond our RRS expectations to be invited to share a hot chocolate with the headteacher and other nominated children.

### Class Dojo

To celebrate and notice behaviour which demonstrates our ASPIRE values children are awarded single dojo points. These are linked to one of our ASPIRE character virtues, ASPIRE learner skills or showing RRS attributes.



When children reach one of the milestones, they receive a badge in celebration assembly.

Bronze	50 Dojo Points
Silver	100 Dojo Points
Gold	200 Dojo Points
Platinum	350 Dojo Points
Diamond	500 Dojo Points

### Positive Notes

Teachers award at least two positive notes at the end of each day. Class teachers record positive notes on cpoms.

### Positive Calls

Teachers make at least one positive phone call to parent/carer weekly by the end of the week. Positive phone calls to be recorded on cpoms.

### Stickers

All staff, including lunchtime staff, reward stickers for positive behaviour.

## Our Approach

At Rivers Primary Academy we follow a card system to support children to follow our RRS expectations during lesson time.

Issue verbal warning	<b>Verbal warning</b> shared with the child indicating behaviour that needs to improve. <b>Catch child improving</b> , celebrate and articulate improvement in behaviour.
Stop and think	Share <b>stop and think card</b> and again articulate behaviour that needs to improve. <b>Catch child improving</b> , celebrate and remove card.
Yellow card	Issue with a <b>yellow card</b> and send for <b>time out with Phase Leader</b> . No work to be completed but is an opportunity for silent reflection and regulation. <b>Meet and greet on return</b> to class and support to settle back on task. <b>Remove cards</b> .
Issue verbal warning	<b>Verbal warning</b> shared with child indicating behaviour that needs to improve. <b>Catch child improving</b> , celebrate and articulate improvement in behaviour.
Stop and think	Share <b>stop and think card</b> and again articulate behaviour that needs to improve. <b>Catch child improving</b> , celebrate and remove card.
Red card	Issue with a <b>red card</b> , <b>phone office</b> for a member of SLT to remove child from class to spend rest of morning or afternoon session (or sessions split by break in KS1) completing lesson work in seclusion. Hold a <b>restorative conversation</b> with child before next session. Class teacher <b>log on CPOMs</b> and hand <b>red card slip to parent/carer</b> . SLT updates red card class log.

If a child is issued with 2 red cards in a day they will work in seclusion the following day and a letter will be shared with parents/carers explaining the child's actions that have led to this sanction.

If a child is issued with 3 red cards across 7 days a meeting will be held with the child, parents/carers and pastoral lead and the child will be placed on a Head teacher's report.

Certain behaviours can trigger a red card being issued immediately such as - refusal to go to time out with phase leader, hitting other children, physical reaction - anger, being negatively physical with furniture or arguing back - raised temper/voice.

## Approach to Behaviour at Social Times

At Rivers Primary Academy we follow a card system to support children to follow our RRS expectations during social time.

Issue verbal warning	<b>Verbal warning</b> shared with the child indicating behaviour that needs to improve. <b>Catch child improving</b> , celebrate and articulate improvement in behaviour.
Stop and think	Share <b>stop and think card</b> and again articulate behaviour that needs to improve. <b>Catch child improving</b> , celebrate and remove card.
Yellow card	Issue with a <b>yellow card</b> , 5 minutes time out on bench to reflect on their behaviour.
Issue verbal warning	<b>Verbal warning</b> shared with child indicating behaviour that needs to improve. <b>Catch child improving</b> , celebrate and articulate improvement in behaviour.
Stop and think	Share <b>stop and think card</b> and again articulate behaviour that needs to improve. <b>Catch child improving</b> , celebrate and remove card.
Red card	Issue with a <b>red card</b> , <b>radio</b> for a member of SLT to remove child from playground to spend rest of break or lunchtime in seclusion. Hold a <b>restorative conversation</b> with child before next session. <b>SLT log on CPOMs</b> and updates red card class log.

If a child is issued with 3 red cards across a half term, a meeting or conversation will be held with the child, parents/carers and pastoral lead and the child will join our 'come dine with me' pastoral lunch club. If a red card incident is deemed substantive a child may join 'our come dine with me' club to support their social and emotional needs during this time.

## Exclusions

The Headteacher has the authority to exclude a child 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 the Headteacher or nominated senior leader. The purpose of this is to remind them of the school's expectations 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). All exclusions must be agreed by the Headteacher. *See WAT exclusion 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.

## Positive Handling

In some circumstances, staff may be required to use reasonable force to restrain a pupil to prevent them from causing disorder, hurting themselves or others or damaging property. Please refer to our *Positive Safe Handling Policy* for more information.

### **Searching & Screening**

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 behaviour lead, pastoral lead and 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. Together with the child's class teacher an individual behaviour plan will be designed to support the child's ability to succeed.

### **Training**

Our staff are provided with an induction to our behaviour policy and also forms part of continuing professional development.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the lead for behaviour and Local Advisory Board every year.

### **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