

ISTEAD RISE



PRIMARY SCHOOL

# Behaviour Policy

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Policy developed by: Jeannine Olivier (EHT) and Mathew Currie (Head of School)

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## ISTEAD RISE PRIMARY SCHOOL

### Behaviour Policy

Our Behaviour Policy has been agreed by staff and pupils in order to support the ethos and values of our school. It underpins the school's Core Values and describes the structures and strategies within the school which will enable us to manage the children's behaviour and encourage good behaviour for learning. We will provide children with strategies to be able to manage their own behaviour.

#### **Pupil expectations**

Our expectations are that pupils will:

- Be considerate of each other and adults.
- Develop emotional maturity and stability
- Accept that we can make mistakes but that we need to learn from them and move forward.
- Follow the school rules throughout the day, inside and outside of the school building.
- Try their best to be kind and helpful to everyone.
- Look after the school and everything in it.
- Strive to demonstrate the school's core values.

#### **Staff Expectations**

To facilitate positive behaviour members of staff are expected to:

- Support pupils and colleagues
- Establish good relationships and be positive role models.
- Create a well ordered learning environment with high expectations.
- Encourage, praise and positively reinforce the school's core values

## Rights and responsibilities

### Children

#### Rights:

- To feel safe
- To be able to learn to the best of their ability
- To be treated fairly with consideration and respect
- To be listened to by adults in the school
- To know what is expected of them
- To gain self-esteem and confidence
- To experience progress and achievement

#### Responsibilities:

- To tell my teacher, or another adult, if anything is worrying me
- To try hard and do my best in all subjects
- Look after my school and everything I use in it
- Respect other people and their property and take care of my own possessions
- Wear full school uniform to school and full kit during PE
- Try your best to be kind and friendly to everyone
- Take responsibility for their own actions
- Show good behaviour for learning
- Follow instructions from staff
- To resolve difficulties, seeking appropriate help if needed

### Staff and Governors

#### Rights:

- To feel safe
- To be treated with respect by pupils, parents/carers and colleagues
- To work within a supportive and understanding community
- To know what is expected of them

#### Responsibilities:

- To create a safe environment
- To provide learning opportunities to engage all children
- To have high aspirations for all children
- To treat pupils with respect at all times
- To foster good relationships, leading by example
- To involve parents and carers when children are finding it difficult to meet expectations of behaviour
- To develop a consistent approach, working as a team to support and encourage each other

### Parents and Carers

#### Rights:

- To know their children are safe and happy
- To be sure their children are treated fairly
- To be able to communicate with staff easily
- To be informed about their child's progress and behaviour

#### Responsibilities:

- To ensure children attend daily, arrive on time and are well-prepared for the school day
- To support the school policies and strategies
- To promote good behaviour, politeness and consideration for others
- To inform the school of any issues that may affect their child
- To encourage children to have high aspirations for their future
- To respond and support the school when contacted about a child's behaviour

## The School Core Values

The aim of the Istead Rise Primary School core values is to ensure all children understand what is expected of them, inside and outside of school and to give them a visual reminder of what they can do to make Istead Rise Primary School a happy, safe and positive place to learn. The core values underpin all of our expectations for pupils in learning, behaviour and becoming proud members of the community and the wider world.

The core values are for children to show:

**INDEPENDENCE** - in learning, resourcing and the steps to achieve

**RESPECT** - for others, property and self

**PERSEVERANCE** - the belief and determination to succeed

**SELF-REFLECTION** - to move forward and improve in all aspects

Children need to be taught and to learn how to behave appropriately. They need to know that mistakes can be made and learned from. Our success is measured not by the absence of problems but by the way in which we deal with them.

Each class will display the core values in their classroom on a display like this:



It is through following these Core Values that pupils will earn their 'peg up' on the behaviour ladder. Children are also awarded certificates linked to these values in our celebration assemblies, which will take place every Friday. Stickers with these words on will be awarded to children who are showing the Core Values – Independence, Respect, Perseverance and Self-Reflection.

## Classroom Rules

The class teacher discusses classroom rules with each class at the start of each school year and a list is devised. This is in addition to the school rules. It should be signed by all pupils and displayed in the classroom.

## **Managing Behaviour:**

To support children staff will:

- Ensure that a smile is the first point of contact with a child
- Approach all situations in a calm manner
- Be aware of their own non-verbal messages through facial expression and body language.
- Establish the facts by listening to all those involved
- Address the problem
- Avoid confrontation
- Make a judgement only when facts have been established
- Use consequences appropriately and according to the agreed behaviour policy
- Ensure that children make amends wherever possible using a restorative approach
  - Apologise – verbal or written
  - ‘Consequences should fit the crime’ – fighting at playtime should result in loss of play. Football related incidents should result in loss of football etc.

## **Restorative Approach**

Istead Rise Primary School uses a **Restorative Approach** to manage behaviour and deal with conflict. This approach focuses on developing positive relationships within the school and creates a safe, secure environment which enables children to develop both academically and socially. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

### **What is Restorative Language?**

Restorative Language is a calm, fair and respectful way of communicating which allows individuals to express their thoughts and feelings.

### **What are the Restorative Questions?**

The Restorative Questions are used in response to specific incidents. A member of staff will talk to the children and ask them a set of questions giving each child the opportunity to tell their side of the story without being judged or blamed.

The questions are:

- **What happened?**
- **What were you thinking/feeling at the time? How are you feeling now?**
- **Who has been affected/harmed by what has happened and how?**
- **What needs to be done to repair the harm?**
- **If the same thing happens again, what could you do differently?**

These questions teach children responsibility by allowing them to see the impact of their actions on others. A Restorative Approach to conflict creates positive outcomes from negative behaviour.

## **Behaviour Ladders**

Each class has a behaviour ladder which will have stages similar to those listed below. Foundation and Year 1 will have 6 stages. Year 2 upwards will have 5 stages. Each child has a peg with their name written on it.



- All children will start on 'green' or 'ready to learn' at the beginning of a new day.
- Children can be moved up for showing the school's core values, making positive behaviour choices or turning around negative choices.
- Any adult in the school can ask the child to move their peg up or down, when they return to their classroom. This can be done at any time and in any area of the school.
- Children can be moved down the ladder through poor behaviour choices, and will then need to rebalance this with positive choices to move back up the ladder.
- Children ending the day on dark blue will receive 1 House Point; children ending the day on purple will be awarded 2 House Points. Children can earn bonus house points for their houses if they continue to show positive behaviour choices even when they are at the top of the ladder.
- Children who end the day on purple will also have a gold star sticker placed next to the relevant day in their pupil planner.
- While every effort is made by staff to turn negative choices around and prevent children from reaching the bottom of the behaviour ladder we accept that this isn't always possible. When children reach the bottom of the behaviour ladder individual class teachers will make the decision about an appropriate consequence.
- Once a child has completed the consequence their peg must be moved back to green for a fresh start.

## **Rewards**

- **Certificates**
  - Core values certificates. 2 x per class – linked to school core values and awarded in assembly.
  
- **Stickers**
  - Core value stickers. Children can earn core value stickers. On earning a sticker for each value, the child then receives a Headteacher's Award.
  - Top banana stickers. A class teacher will nominate one child in their class to be top banana – a child who has shown exemplary behaviour or tried hard – for that day.
  - Other stickers are awarded by all staff throughout the school.
  
- **House Points**
  - These can be awarded for good work, being polite, kind, helpful etc.
  - These will be added up weekly and the totals displayed in the hall.
  - House captains will be selected from Year 6 to lead each house.
  - The winning house each week will be awarded the house point trophy.
  - Children will receive individual certificates for earning house points.
  - Houses are also used for Sports Day.
  
- **Super Class Award (Whole class award)**
  - Superclass points are received for the whole class for working well together.
  - Each class decides what reward they would like to earn and then work to colour in the letters on their poster 'We are a superclass!' every time they receive a point.
  - When the class has coloured all the letters, they are able to have a timetabled afternoon of their choice.

## **Sanctions**

If a child is causing disruption or displaying poor behaviour for learning in your classroom, which could have led to their peg being moved to red, these are the steps that you are to take:

- Remind the child of the behaviour expectations/class and school rules.
- CTs will verbally inform parents if children are showing poor behaviour for learning.
- Remove the child to another seat in the class.
- Send the child to your partner class for 1 or 2 minutes.
- If behaviour continues to be unacceptable a discussion should be had between the CT and a member of the ELT about next steps.
- If the child refuses to undertake learning activities in class, this might result in the child completing the work in his/her own free time.
- If behaviour is an ongoing concern, the HoS will decide if a letter needs to be sent home to the parents. This decision will always be following discussions with the child's CT and members of the ELT. Letters will be sent home in the following order:
  - Letter 1            Informs parents of child's unacceptable behaviour
  - Letter 2            Asks parents to make an appointment to see CT
  - Letter 3            Asks parents to make an appointment to see Lead Teacher
  - Letter 4            Asks parents to make an appointment to see HoS

### **Additional Behaviour Support**

There will sometimes be occasions when some pupils find it difficult to work within the identified system of sanctions and rewards. These pupils require additional behaviour support. Allocation of additional support will be agreed with parents and carers after a full discussion of the child's needs. At this point the child will be placed on the school SEN register and a range of strategies and resources will be considered.

These may include:

- Behaviour Management Plans
- Pastoral Support Plans/Personal Plans
- Detailed recording keeping including ABC charts & STAR analysis charts
- Assessment from outside agencies

It is vital that records are kept of all behavioural incidents. Each class teacher will keep a small book to log incidents and monitor triggers. This information will be shared with SLT and passed onto the next class teacher. The Inclusion Leader will be informed of all serious behaviour incidents. This helps to safeguard children and to build a full and accurate picture of their needs.

### **Lunchtimes**

- During lunchtimes MDMS will encourage positive behaviour using a variety of strategies including the use of stickers and 'peg up cards'.
- Lunch awards are given for regular good behaviour and children are then invited to Golden Lunch at the end of each term.
- Negative behaviour/rudeness/bad language/violence will NOT be tolerated and must be dealt with. No one should ignore children who are doing the wrong thing.
- Play leaders will ensure children are engaged in games on the playground.
- Peer Mediators will deal with disagreements between children using the techniques they have been taught in their training.
- If children are misbehaving they are to be reminded of the expected behaviour and given a choice – eg you can do the right thing now or go to time out.
- If they continue to do the wrong thing a consequence may be issued by a member of the lunchtime team. This may include time out for 1, 3 or 5 minutes (depending on the nature of the behaviour) or be instructed to walk with an adult.
- If the children refuse to go to this area their name will be written on a card and this will be given to the class teacher who will then impose a consequence or they will need to do the 'time' the following day.
- If children are persistent offenders they will lose the right to be on the playground and will need to earn the right to go out.

### **Use of Reasonable force**

Power to use reasonable force or make physical contact: The safe handling policy describes the situations in which reasonable force may be used (including removing disruptive pupils from classrooms).

### **School Trips**

Should children show unwanted behaviour on a school trip they will have a consequence as deemed appropriate by the class teacher at the time. This will be discussed with a member of the ELT and parents on returning to school. Children will only be 'excluded' from school trips if they have displayed unsafe behaviour in school and the class teacher feels that they would display this behaviour whilst out of school.

## **Exclusions**

Exclusion will only be considered after all possible strategies and resources have been explored.

- Internal Exclusion
  - Internal exclusion is used for serious incidents and is authorised by the EHT or HoS. Internal exclusion means a period of time in school away from peers reflecting on how to restore/correct future choices. Parents and carers are informed.
  
- Fixed Term Exclusions
  - Serious or persistent breaches of the behaviour policy will result in a fixed term exclusion from school. The HoS or EHT may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. A record of fixed term exclusions is kept and the governing body are informed each term.
  
- Permanent Exclusion
  - The Executive Headteacher has the right to permanently exclude a child from school in accordance with Local Authority and DfE guidelines. The Executive Headteacher may permanently exclude a pupil for persistent or serious misbehavior.

# Istead Rise Core Values

**INDEPENDENCE - RESPECT - PERSEVERANCE - SELF-REFLECTION**



**INDPENDENCE - IN LEARNING, RESOURCING AND THE STEPS TO ACHIEVE**

**RESPECT - FOR OTHERS, PROPERTY AND SELF**

**PERSEVERANCE - THE BELIEF AND DETERMINATION TO SUCCEED**

**SELF-REFLECTION - TO MOVE FORWARD AND IMPROVE IN ALL ASPECTS**