



Rossmere Primary School

Behaviour Policy

Approved by:

Date: September 2021

Last reviewed
on:

September 2021

Next review due
by:

September 2022

Contents

1. Rationale.....	3
2. Consequences.....	3
3. Support Offered.....	3
4. Support for more complex difficulties.....	4
5. Consequences for continued poor behaviour.....	4
6. Consequences for serious misbehaviour.....	4
7. 6 Steps Policy.....	5
8. Rewards	8
9. Rossmere School Rules	9
10. Appendix 1: Strategies for staff.....	10

1. Rationale

Children at Rossmere Primary School are expected to behave in a manner that:

- Allows them to follow instructions and stay safe in school
- Allows them to work and make academic progress
- Allows other pupils to stay safe, work and enjoy school
- Allows adults to be in control of them and other children
- Shows respect for themselves, other children, staff and members of the wider school community

Children who do not behave in the expected manner will be given:

- Support to improve their behaviour
- Support to address any mental health difficulty that may be causing the issues
- Consequences if their poor behaviour continues

2. Consequences

At Rossmere we refer to any punishment as a 'consequence'.

In the use of consequences, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of consequences to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further consequences being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

3. Support Offered

Children who do not behave in the expected manner will be given:

- Reminders of the school rules
- Reminders about why it is important to listen to adults
- Time to comply with instructions (with a timer if appropriate)
- Two choices so that they have an element of control (e.g. you have a choice to complete your work now or complete it at playtime)
- Time out to think about their behaviour (with a timer if appropriate)

4. Support for more complex difficulties

Children who staff feel may have an underlying issue as a reason for not behaving well will be given:

- Extended time in a quiet space to calm down
- An alternative activity away from the rest of the class
- Time out with a member of SLT
- Play therapy or counselling referral

5. Consequences for continued poor behaviour

Children who continue to display poor behaviour choices, despite the support being given, will have one of the following consequences:

- Missing part of or all of playtime or lunchtime (staying with classroom staff)
- Detention after school (parents must be informed)
- Isolation in the office with SLT or another class
- Exclusion from school trip or other privileges
- Parents informed

6. Consequences for serious misbehaviour

The following behaviours must not be tolerated, and all behaviour of this kind must be reported to a member of SLT straight away:

- Swearing directly at staff
- Violence or aggression towards staff
- Violence towards other children (unprovoked)
- Destruction of property (ripping displays down, throwing furniture, damaging equipment etc)

For any of these behaviours one of the following consequences will be given (at the discretion of the Headteacher):

- Fixed term exclusion from school (between 1 and 5 days)
- Isolation immediately in the office with a member of SLT

Important

Staff should remember that they are responsible for the behaviour of children in their care – if behaviour is poor, they must first look for a possible reason before punishing the child:

- **Is the work planned at the right level for the child (not too hard or too easy)?**
- **Are classroom routines easy to understand and consistent?**
- **Have the children been sitting in one place for too long?**
- **Does the child have a problem and has the staff member tried to understand and solve it?**
- **Do the children know what to do and what is expected of them?**
- **Is general classroom behaviour calm and focused (a chaotic classroom can encourage poor behaviour in some children)?**

Consequences

A child who does not follow the rules and disrupts the school day for others, must have a consequence:

- Miss part of playtime to reflect with an adult on what went wrong(suggestion – 5 mins)
- No snack or treat if the rest of the class get a treat
- Should not be chosen for extra privilege
- A limit to 'choosing time'

Where a behaviour incident is more serious:

- Persistently disruptive in class
- Name calling
- Using bad language
- Hurting another child
- Deliberate destruction of property
- Leaving the classroom / area without permission
- Refusal to follow an instruction (whether saying no or just silent refusal)

There must be a more serious consequence:

- Isolation over a full playtime to reflect and discuss what went wrong
- Reporting to a member of SLT
- After school detention (if appropriate)
- Banned from an extra-curricular activity
- Removed to another classroom for part of the day

Staff must remember in these circumstances:

- Parents must always be informed (phone, Dojo, in person)
- Incident must be recorded on CPOMS
- The purpose of the consequence is to teach the child that this behaviour must not be repeated, so they must understand exactly what they did that was wrong, and strategies for the future.

Where more serious behaviour is ongoing and repeated:

- Parents must be invited in for a meeting with the class teacher and either team leader or a member of SLT
- The child may be isolated for a period of time to work on their own
- A behaviour plan may be put in place with strategies for the child and adults to use

Exclusion

Fixed Term Exclusion of between 1 and 5 days is never taken lightly, and will only be used in extreme circumstances once all other consequences have been tried.

A child may be given a Fixed Term Exclusion when:

- They show violence or aggression towards staff
- They show violence towards other children (unprovoked)
- They will not stay in a designated area and put themselves and others repeatedly at risk

Rewards

Our Core Values

- Resilient
- *Excellence (in any of the core values)*
- Aspirational
- Co-operative
- Honest
- Hardworking
- Independent
- Gracious (*at accepting praise*)
- Helpful

Rationale

- The best way to get a child to behave is to show them that behaving well results in a reward.
- It is very hard to force a child to behave – we need to encourage them to want to behave.
- An outstanding (ofsted) judgement can only be reached if children take increasing responsibility and manage their own behaviour as they get older.
- All children who behave well and follow the school rules will be rewarded for this.

Praise

- Praise should be used for specific reasons e.g. for neat handwriting or for putting their hand up in class rather than for general reasons such as good work or behaving well.
- Verbal praise that is specific should be given as often as possible.
- Children who don't always make the right choices should be 'caught being good' and given praise.
- Praise is to be used as often as possible with all children as it is the best way of changing habits and teaching how we should behave.

Public Praise

- There is a weekly Celebration Assembly at which child will be rewarded with a certificate for particularly good work or behaviour. They also get to wear a 'Star of the Week' lanyard which gets them special privileges for the next week.
- Children can receive a special sticker from the headteacher / deputy headteacher for particularly good work.
- Good work is often celebrated by being displayed on the wall in the classroom or corridor.
- All classrooms celebrate children who are 'Above and Beyond' – who always follow the rules and 'Reach High' every day.
- At the end of every half term, all children who have demonstrated that they are always 'Above and Beyond' are presented with a badge. There are 5 to collect over the year with the 6th being a golden badge for all children who have already collected 5 badges. Children are encouraged to wear their badges every day.
- We send postcards home if a child has done something particularly good.

Rossmere School Rules

1. Ready

(listen to your teacher, follow instructions, start work straight away)

2. Respectful

(Follow instructions first time, do not argue or answer back, listen when an adult is talking, do not say hurtful things to others)

3. Safe

(Walk inside school with no running, no climbing on furniture, follow adult instructions, use kind hands and feet)

Rules that parents / carers can help you to follow

1. Arrive at school on time and ready to learn

(Be in school by the time the bell goes at 8.55am)

2. Bring the correct equipment to school

(PE kit should be in school, homework and reading books should be returned on time)

3. Correct uniform should be worn every day

(This includes black shoes and full uniform of red sweatshirt/cardigan, white polo shirt and grey trousers/skirt)

Roles and Responsibilities

Governing Body

The Governing Body is responsible for reviewing this policy on an annual basis and approving the statement of behaviour principles.

The Governing Body will monitor the effectiveness of this policy by reviewing behaviour logs, and will hold the headteacher to account for its implementation

Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Physical Intervention

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

- 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 using a Team Teach form

Key staff at Rossmere are trained regularly in Team Teach. They will usually be involved in any Physical Intervention.

However in an emergency any member of staff will use physical intervention to prevent a child from hurting themselves or others.

Appendix 1 : Strategies for staff

Our policy follows the 'Pivotal Approach' – it focuses on positive behaviour and does not draw attention to negative behaviour. Behaviour displays in classrooms focus on children who go 'Above and Beyond'.

We Praise in Public and Reprimand in Private.

Area to address	Dialogue / Strategy
Walking around school	We have a system of 'Fantastic Walking' – all staff will praise children for 'Fantastic Walking', and any child who is not walking safely will be reminded with: ' _____ remember fantastic walking, thank you'
Sitting in assembly or in class listening or working	We have a system of 'Fantastic Sitting' and 'Fantastic Working', and any child who is fidgeting or not focused will be reminded with: 'well done everyone for such fantastic sitting, thank you' This prompts all children to join in.

Appendix 2 : Statement of behaviour principals

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.