



# Riverside Primary School

## BEHAVIOUR POLICY

<b>Reviewed by</b>	Executive Headteacher
<b>Date approved</b>	1.9.16
<b>Reviewed</b>	31.8.18
<b>Policy Responsibility - staff</b>	Executive Headteacher (C Norman)
<b>Policy Responsibility - Governance</b>	Hub GB / Board
<b>Website</b>	Yes

## Aims and objectives

1. It is a main aim of Riverside Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
2. Riverside Primary School has a number of rules (our 'Code of Conduct'), but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
3. Riverside Primary School expects every member of the school community to behave in a considerate way towards others.
4. We treat all children fairly and apply this behaviour policy in a consistent way.
5. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

## Code of Conduct

The children and adults at our primary school have worked hard to create a set of rules, a 'Code of Conduct' for our school. These are the important rules that have been created:

### Our Code of Conduct

- Always speak politely to others
- Keep hands, feet, objects and unkind comments to yourself
- Move around the school quietly and sensibly
- Respect the belongings of others
- Listen carefully to what others have to say
- Let other people work without interruption
- Always do your best

The rules are of equal importance; we would like everyone to follow them in the community as well as in our schools. The Code of Conduct forms the basis of this policy. They are displayed prominently throughout our schools. It is important that children know these rules and understand them. All our rules are discussed with the children and explained where necessary. We have all made an agreement to follow them.

## The 5Rs

**Our 5Rs: Respect, Responsibility, Resourcefulness, Resilience and Reflection** – permeate all aspects of our schools, including behaviour.

## Rewards

We praise and reward children for good behaviour in a variety of ways:

- ✓ Verbal praise;
- ✓ Stickers/stampers;

- ✓ Class reward systems such as reward boxes, Class Dojo and marbles in a jar
- ✓ Each week, we nominate two pupils from each class to receive a Star Award certificate in our Friday Celebration Assemblies;
- ✓ All children are in a house and are awarded House Tokens, midday supervisors may give out silver tokens worth two points as may teachers when a child achieves silver at the end of a day and the Assistant Heads/Head of School/Executive Head may give out gold tokens
- ✓ 'We are Proud' letters written by the Head of School/Executive Head for particularly exceptional work or behaviour at the end of every half term;
- ✓ Termly 100% attendance certificates and weekly class attendance certificates.

We acknowledge, praise and reward children who keep the rules:

- ✓ Once a reward has been earned, it cannot be removed;
- ✓ **All adults** in the schools should be involved in rewarding children who are setting a good example in following the rules.

### The Behaviour Ladder

To ensure that the system is clear, it is the same for all children across each school and is called *The Behaviour Ladder*. Children move up or down the ladder depending on their behaviour in the classroom and around school. All children start each day on 'Green' and the clear emphasis is on promoting and celebrating positive behaviour as children are moved up to 'Silver' and 'Gold'. Each upwards step from Green warrants a House Token.

Poor behaviour choices lead to children having their name moved down the ladder, with the following consequences:

FS/Y1

- **STAGE 1 (Yellow):** verbal warning
  - **STAGE 2 (Yellow):** name moved down – second warning
  - **STAGE 3 (Orange):** immediate time out in the timeout/calm zone
  - **STAGE 4 (red):** sent to Headteacher/Assistant Heads
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- If a child moves to Yellow Stage 1, they are able to move back to the green if good behaviour is then displayed for a prolonged period of time.
  - If a child moves to Yellow Stage 2, they are able to move back to the green if good behaviour is then displayed for a prolonged period of time.
  - If a child moves to Orange Stage 3, the amount of time out and the location of time out is at the teacher's discretion, dependant on the child and their age. Phase Leader to be informed and incident should be recorded on CPOMs.
  - If a child is moved to Red Stage 4, the Headteacher/Assistant Heads will speak with them and apply an appropriate sanction. The parents must be contacted on the same day to inform them and will keep a record in CPOMs.
  - Sometimes children may need to move straight onto Stage 2, 3 or 4 for extreme cases of unacceptable behaviour such as bullying, violence, criminal damage etc

Y2/KS2

- **STAGE 1 (Yellow):** name moved down – verbal warning
- **STAGE 2 (Orange):** 'Reflection Room' (playtime missed) – Phase Leader/Assistant Heads to run
- **STAGE 3 (red):** sent to Headteacher/Assistant Heads

- Each time a child moves to Orange Stage 2, it is logged on CPOMs with reasons as to why they have been placed on orange.
- If a child has moved to orange three times in one half term, a parent/carer will be informed by the class teacher verbally.
- Once a child has been moved to Orange Stage 2 five times in one half term, the child will at this point meet with their parent/carer, Phase Leader and teacher to discuss their behaviour. At this point a report card or home/school book may need to be put into place.

The following are responses to serious misbehaviour which may have resulted in moving to red Stage 4:

- Parents informed
- Meeting between parents and the Phase Leaders/ Headteacher or Assistant Heads
- Behaviour report card
- Lunchtime reflection/time out
- Exclusion from school at lunchtime
- Exclusion from school for a fixed period
- Permanent exclusion

The sanctions applied are always at the teacher's / Headteacher's discretion and based on their professional judgement, relative to the child's general behaviour and is cumulative, therefore different kinds of negative behaviour could result in a move to a further step.

The focus on all sanctions is to support them in learning from their mistakes and in making amends for their actions. Therefore, children will always be asked to reflect on their behaviours.

The schools employ these sanctions to enforce our Code of Conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully during lessons. If they do not do so, they will be given a verbal warning and moved down the Behaviour Ladder. We may ask them to move to a more suitable place.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the lesson and will either:

- If another adult is present they will be asked to escort the child out or if no additional adult is present then another child will be sent with the red 'help' card to the nearest available teacher or other adult, to assist with the issue.
- If the child cannot be removed, the teacher will remove the rest of the class until the child has been appropriately calmed and removed from the situation.

### **Lunchtime Behaviour Sanctions**

If a child chooses to break the Code of Conduct, the following may happen:

#### **1. Verbal Warning**

The child is asked to explain which rule they have broken and it is made clear that if it happens again, they will receive an Orange 'Time Out'.

## 2. Orange 'Time Out' warning

If the child chooses to break school rules again, they may be given a cooling off 'Time Out' by standing against the wall for 5 minutes (must be supervised or by standing with a member of staff – teachers must be informed by midday supervisor at 1pm)

Again, the child is asked to explain which rule they have broken and it is made clear that if it happens again, this will result in them being placed on Red and a member of SLT will be sent for to speak to the child.

## 3. Red

If the child chooses to break school rules for a third time, or behaves in way that would warrant moving to red on the behaviour ladder. A member of SLT will be sent for to speak to the child.

- Immediate '**Red**' incidents may include: fighting, punching, kicking, biting, spitting, swearing, damaging property, racist or homophobic language and lack of respect towards other adults.

### **Behaviour Rewards:**

Children demonstrating positive behaviours/ being good role models can be given 'Silver Tokens' and 'Well done' stickers

Depending on the severity of the offences, or if they are persistent over a period of time, the Headteacher or senior leader may choose to write a letter home or speak to parents. A log is kept of all the red incidents on CPOMs.

### **Behaviour Support Plan**

Sometimes it is necessary to write a Behaviour Support Plan. This is a way of risk assessing behaviour, identifying triggers, establishing individualised strategies and closely monitoring a child's behaviour.

The Behaviour Support plan should involve the child, parents/carers, teacher and Headteacher/Phase Leader and it should be reviewed frequently. Copies of all Behaviour Support Plans should be given to the Headteacher.

### **Bullying** (also refer to our *Anti-Bullying Policy*)

Our schools do not tolerate bullying of any kind or by anyone. If we discover that an act of bullying or intimidation has taken place, all adults within the school will act immediately to prohibit any further occurrences of such behaviour. All reported incidents of bullying are logged by the Headteacher/Assistant Heads.

### **Positive Handling**

All members of staff are aware of the regulations regarding the use of force by adults in the school. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **The role of the Class Teacher**

It is the responsibility of class teachers to ensure that our schools' Code of Conduct is enforced in their classes, and that their classes behave in a responsible manner during lesson time and around the school site.

Class teachers in our schools have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. We have a list of *Behaviour for Learning Non-Negotiables* which should be applied in the classroom and around school.

The class teacher treats each child fairly, and enforces our Code of Conduct consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher will communicate with the SENDCo and with the Phase Leader/ Headteacher and may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Phase Leaders / Headteacher**

It is the responsibility of the Phase Leaders, Assistant Heads and the Headteacher to implement our Behaviour Policy consistently throughout our schools, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Heads of School and Executive Headteacher to ensure the health, safety and welfare of all children in the school.

The Phase Leaders, Assistant Heads and the Headteacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Phase Leaders, Assistant Heads and the Headteacher keep records of all reported serious incidents of misbehaviour and bullying on CPOMs

The Assistant Heads and the Headteacher have the responsibility for red Stage 4 sanctions, or fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after all other possible sanctions and behaviour support programmes have been tried and the school governors have been notified.

### **The role of Parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We display the school's Code of Conduct and 5Rs around school and on the school's website, and expect parents to read them and support them.

We expect parents to support their child's learning, and to co-operate with the school.

We expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.

### **The role of Governors**

The Hub Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support Phase Leaders, Assistant Heads and the Headteacher in adhering to these guidelines.

The Phase Leaders, Assistant Heads and the Headteacher have the day-to-day authority to implement the school's policy on behaviour and discipline.

### **Monitoring and Review**

Phase Leaders, Assistant Heads and the Headteacher monitor the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour:

- The class teacher records incidents on CPOMs. This includes each time a child moves to orange and any dialogue with parents/carers.
- The Headteacher/Assistant Heads records all red incidents, sanctions applied and any dialogue with parents/carers;
- A Senior Leader records all lunchtime 'Red Card' incidents;

Behaviour Support Plans are kept up-to-date and reviewed frequently