

Rosherville Church of England Primary Academy

At Rosherville we embrace the Christian ethos, within a nurturing environment where everyone can 'ASPIRE, BELIEVE and ACHIEVE.'

| Behaviour & Discipline Policy | | |
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| Date | Review Date | Responsible Body |
| January 2020 | September 2021 | Local Governing Body |

The named person for dealing with Behaviour Issues is Justine Roddan, Head of School

Shared Values and Beliefs of Behaviour

We believe the management of children's behaviour should reflect the values of the school: Thankfulness, fellowship, trust, compassion, courage, wisdom.

Our expectations of children in our school are:

- To listen to teachers and one another in lessons and collective worship and to consider one another's feelings.
- To have a positive role in all classroom activities and to try as hard as they can.
- To value each other by working and playing co-operatively together.
- To walk about the school quietly and calmly.
- To be polite to all pupils and adults – teachers, support staff, office staff, midday meal supervisors and visitors.
- To respect the authority of the adult in charge.
- To never deliberately physically or emotionally hurt another child (including belongings.)
- To be prepared to say sorry when they have not made the correct choices.
- To regard each day as a fresh start.
- To respect the school environment.
- To be proud of their school and to feel responsible for giving a good impression of themselves.

We aim:

- To create a warm, caring, calm, orderly and stimulating atmosphere of belonging in the school that positively promotes learning and a sense of community;
- To achieve consistency of attitude and response by staff which gives a sense of security and safety;
- To create an environment that is safe, physically and emotionally, for everyone in the school with a real energy for enjoying learning as part of a mutually supportive social group;

Teaching and Learning

Learning is the central focus of all we do. We strive to create the stimulating environment and the conditions that facilitate every aspect of learning. Routines also give a sense of security and consistency and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines in the classroom and to train the children to observe these routines. This helps to maintain boundaries and support the development of good habits, which will be transferable and support children as they move to other environments and situations.
- We aim to promote positive and appropriate responses, and so prevent many difficulties from occurring by good practice.

- We recognise that well planned, structured learning experiences, offering sufficient challenge with appropriate support, which are experiential, and contextualised to individual interests are crucial elements of good practice.

Our System of Rewards

We reward children in a variety of ways:

- Traffic light system – Staying on green
- House points - Children may be awarded house points for good behaviour. The ‘focus’ for receiving house points may be changed, added to or amended in order to give certain behaviours, work or school targets a higher profile at certain times during the term or year. The winning house for the week will be announced in the celebration assembly and the weekly newsletter. The winning house team each term will be rewarded with the house point trophy and a non-school uniform day the first Friday of the start of each new half term.
- Golden award - One child in each class will be given a golden award certificate to reward a special achievement in the celebration assembly each week. The children’s parents are informed that their child is receiving an award by text on Wednesday afternoon so they have the opportunity to attend our celebration assembly and watch their child receive their award.
- The children’s names are also put on the weekly newsletter.
- Christian value award – One child in each class will be given a Christian value award certificate in the celebration assembly each week for demonstrating one of our Christian values; thankfulness, trust, compassion, courage, wisdom or fellowship. The children’s parents are informed that their child is receiving an award by text on Wednesday afternoon so they have the opportunity to attend our celebration assembly and watch their child receive their award. The children’s names are also put on the weekly newsletter.
- Christian value stickers – Children that demonstrate our Christian values are rewarded with a Christian value sticker.
- Attendance Ted – The class/classes that achieve 100% attendance will be awarded with Attendance Ted in celebration assembly to keep in their classroom for the week. This class will be put on the weekly newsletter.
- Attendance prizes – Children that have attended school every day and on time each week will be put in to a raffle. One child will be chosen in celebration assembly each week and will be able to choose a prize from the prize bag. The winning child will be put on the weekly newsletter.
- Punctuality stickers – Children that arrive to school on time will sometimes be rewarded with a punctuality sticker in the morning by a member of SLT.
- Attendance badges – At the end of term 2, 4 and 6 children with 100% attendance will be rewarded with attendance badges.

Bronze – 100% attendance in terms 1&2

Silver – 100% attendance from terms 1 - 4

Gold -100% attendance from terms 1 – 6

- Pen license awards – For children in KS2 that perfect their joined handwriting will be awarded with a pen license award in celebration assembly. The children’s parents are informed that their child is receiving an award by text on Wednesday afternoon so they have the opportunity to attend our celebration assembly and watch their child receive their award.
- Times table awards – Children that learn their times tables will be rewarded with certificates in celebration assembly. The children’s parents are informed that their child is receiving an award by text on Wednesday afternoon so they have the opportunity to attend our celebration assembly and watch their child receive their award.
- Verbal/Non-verbal praise
- Mention in celebration assembly – An individual may get a mention for exceptional behaviour, good work, sporting achievements, outside school activities, PSHE and values
- Head teacher sticker – Children will be sent to the Head of School for a head teacher sticker.

We appreciate that one of the best rewards for a child is genuine praise. We praise children for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a child at every opportunity ‘catching them doing the right thing’. We aim to make our praise authentic and precise. We know that excessive or insincere praise devalues the process and confuses the pupil so we avoid it.

Rules

We have a clear set of rules and responsibilities agreed by each class. They are stated positively to promote positive responses.

This is based on the following thinking;

Promoting Positive Relationships

Promoting positive relationships with the pupils are at the heart of our behaviour management. It is our view that the deliberate, skilful cultivation by the staff member of positive relationships with the children is the cornerstone of all successful behaviour management. Through our interactions with each other, we model positive and respectful relationships for the children. Language and listening skills are key elements in this.

Bullying

Bullying is not acceptable behaviour in our school and will not be tolerated. All the members of the school community, adults and children, have rights and responsibilities towards each other. The definitions of bullying:

Bullying is deliberately hurtful behaviour, usually repeated over time, where it is difficult for those being bullied to defend themselves.

It can take many forms, but the main types of bullying are:

- Physical – hitting, kicking, taking or damaging belongings
- Verbal – name calling, insulting, making offensive remarks
- Misuse of new technologies – sending texts on mobile phones, sending hurtful messages by email.
- Indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

Strategies used to prevent or deal with incidents of bullying:

- Learn to be positive towards school and people
- Act sensibly and with responsibility.
- When playing games, make sure everyone knows the rules.
- Regular ‘Circle Time’ sessions to discuss issues.
- Teach children assertiveness skills.
- Create a climate within the school where the children are willing to talk to an adult if they are being bullied.
- Teachers will prioritise class time to resolve major issues immediately. They will devise strategies with the class and individuals to stop bullying.
- Work in partnership with parents of the children involved with any incidents of bullying, tackling the problems together.

Equal Opportunities

We believe in equality of opportunity for all pupils, including those who behave appropriately and we make every effort to ensure this is reflected throughout practice at all times. (See Equal Opportunities Policy).

Parental Involvement

The school endeavours to make good relationships with parents and carers. The school takes a systemic approach and therefore see the parents/carers as essential partners in the task of education and managing behaviour and attempts to positively involve parents/carers in all aspects of their child’s learning and behaviour.

Parents can help their children at school by:

- Supporting this behaviour policy by letting their children know the standards of behaviour that the school expects.
- Ensuring their children attend school regularly.
- Supporting with home learning activities.
- Informing the School (preferably the Class Teacher in the first instance) if a child feels unable to do so, of something that is worrying them.
- Reading the newsletters and other written communications that come home from school so that they can talk to their children about what is going on.
- Being positive with their children and rewarding them for their achievements whilst they are at school.
- Understanding that good discipline requires a trusting partnership between home and school.
 - Making sure that they do not bring money, phones, sweets or toys to school without the knowledge of their teacher.
- Upholding the Home/School agreement.

Dealing With Behaviours That Challenge

General Principles

1. The routines we establish and the School and Classroom Rules guide all the activities in the classroom. Rules are agreed on and displayed prominently.
2. We consciously model strategies for dealing thoughtfully with difficulties.
3. We are alert to good thinking by pupils and compliment it explicitly, eg, "I like the way you worked that out, that shows you thought about it."
4. We try to remember to concentrate on the primary issue that is the one that required our response in the first place. We avoid arguments.
5. Sanctions or consequences are only involved when other strategies have failed and we give the child adequate notice that their behaviour will lead to a sanction or consequence rather than threatening them.

There are a range of strategies we use in dealing with behaviours that challenge.

- We treat children with respect even when they are exhibiting behaviours that challenge.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We avoid talking above background noise
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact, facial gesture and or signals to express approval and disapproval initially.
- We have a quiet word with the pupil who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself ("when you are making a noise or messing about, the others can't hear or learn").
- If necessary we send for help in good time.
- We sometimes ask that a pupil be withdrawn or given Time out in another classroom.
- We are prepared to find the best adult and best conditions to resolve the issue, and prepared to change adults where necessary in order to support both the child and adults.
- We allow pupils time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a pupil on their own where possible.
- We discuss problems and difficulties privately as far as possible.
- We only raise our voices when necessary and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate.

Teachers are aware of three stages of escalation with challenging behaviour:

1. Anxiety - need for support
2. Defensive / increasing aggression - need for clear limits, boundaries and choices
3. Loss of control/ violence - possible need for physical intervention to reduce risk

Physical contact

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 holding, moving and restraint must: • Always be used as a last resort • Only be undertaken by trained staff • 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 *All actions should be taken with the best interests of the child as the paramount consideration.

Sanctions and Consequences

Our system of rewards is balanced by sanctions and consequences that are accepted as fair and reasonable for the whole community and which are consistently and sensitively put into practice. The following consequences, ranked in order of severity, are to be followed through if a child breaks the rules or displays unacceptable behaviour. Informal meetings with parents will be made as and when necessary.

A reminder of appropriate behaviour (a 'chance' to make the right choice regarding their behaviour)

The child's name is moved down onto the amber traffic light.

The child's name is moved to down to the red traffic light and they are escorted to another class for a 5 minute time out. The class teacher will record the incident in the behaviour log.

Children should be sent to the following classroom for a time out:

Butterflies – Go to Bumblebees

Bumblebees – Go to Butterflies

Ladybirds – Go to Dragonflies

Dragonflies – Go to Ladybirds

Grasshoppers – Go to Scorpions

Scorpions – Go to Grasshoppers

If a child hurts someone else or is at risk of hurting them self, is racist or homophobic then the child will be sent to a member of SLT and the child will miss playtime or lunchtime and their parents will be informed.

If a child is recorded in the behaviour log 3 times, within a term then they will have a meeting with a member of the SLT.

If the behaviour persists then a meeting with the parents, class teacher and member of SLT will be arranged.

Internal exclusions are used to give the child space to think about their behaviour. At this point a PSP will be introduced to support the child and adults working with them. Strategies for self-regulation will always be included.

In exceptional circumstances an exclusion (fixed term or permanent) will be given in order for the school to investigate an incident or to provide time to make adjustments and arrange support plans.

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| Head of school: | Justine Roddan | Date: | January 2020 |
| Chair of Governing Body: | John Salisbury-Jones | Date: | |
| Review by: | FGB | Date: | |