

Rothwell Primary School



Behaviour Policy 2017-18

Ratified by the Governing Body	September 2017
Renewal Date	September 2018

Working together to



our potential.



Rothwell Primary School Behaviour Policy



Our school motto and school values are:

Working together to



our potential.

School Values and principles:

In order to create this culture and embed our values, we recognise the importance of ensuring we all behave as positive role models. Staff, children, parents and carers all have an important role establishing high aspirations and expectations, thus enabling children to develop as considerate, aspirational and kind members of society. As school staff, it is imperative that we promote the school vision, values and we provide a stimulating learning culture, alongside a curriculum that engages and challenges our pupils. Enabling ALL children to REACH THEIR POTENTIAL. We recognise that we are all learners and all working hard to 'be the best we can be' in all regards to ensure that everyone enjoys coming to school and is able to thrive. We all recognise that establishing good relationships is integral to ensure ALL children are able to REACH their potential and leave Rothwell Primary School confident and prepared for the next stage on their journey.

We all have the right to work, play and learn in a friendly, safe and helpful school, where everyone respects each other and tries their best to make a positive difference within school and beyond.

Our Behaviour Policy is based on our school values. These values are key to ensuring that our children are able to grow and achieve academically and are also socially, emotionally and mentally prepared and able to lead successful, happy lives.

These core values of REACH: Respect, Enjoy, Achieve, Collaborate and making Healthy choices, all help to build our school rules. Healthy choices incorporates the importance of being both physically and mentally healthy.

We believe that:

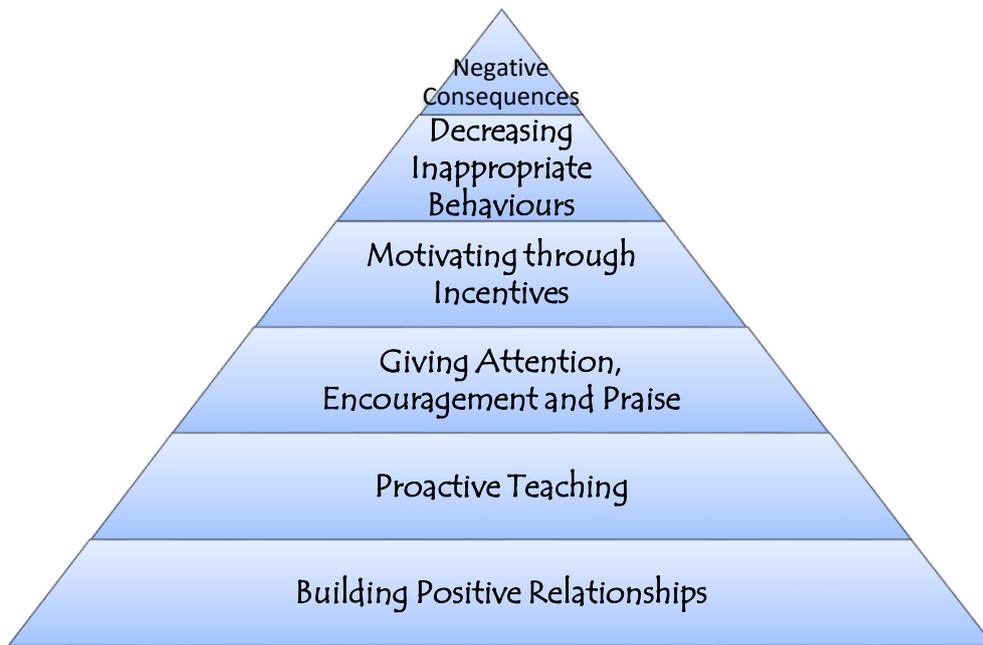
On the occasions, if problems do arise, the principles of Restorative Practice will be used to encourage children to reflect on the incident, consider how others have been affected, accept responsibility for their actions and aim to learn from the experience. This will work alongside the stages of consequences.

The role of parents / carers is critical in the success of this policy. We work in partnership and expect support from all parents to promote and respect the principles of the policy; also co-operation when school is forced to apply the procedures outlined later.

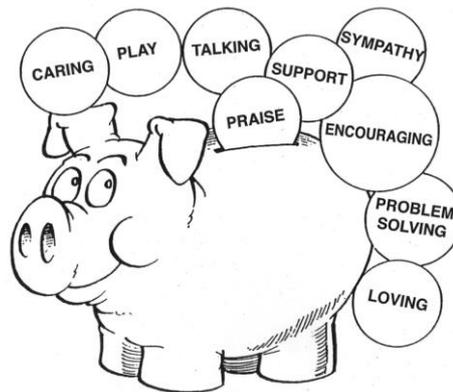
This policy, its principles and beliefs will be implemented throughout Rothwell Primary School. The classroom is the starting point, but the policy applies equally inside the rest of the building, outside in the playground, during after school activities, on school visits and at any time that our children are representing the school.

The focus of the policy is to encourage children to help themselves and others to make good choices, take responsibility for their own actions and not to blame others for their own actions. Throughout school and the wider world, life is about making the right choices and this is what we want to support the children to do.

We recognise the importance of building relationships with all children and recognise this is the most important and largest proportion of the pyramid in order to lessen the number of negative consequences used.



We do not know what experiences a child has had prior to coming to school and it is important that we are welcoming and positive and that the children feel we are firm, fair and that we actually 'like them'.



Remember to Build Up Your Bank Account

We have a clear rules, rewards and consequences that have been shared with all staff, pupils and parents. These help to keep everyone safe, happy and achieving their best.

Our School Rules

1. We treat each other with respect and show that we care.
2. We always try to be the 'Best we can be!'
3. We take responsibility for the choices we make.
4. We talk through any problems and try to resolve them.

5. We move quietly and calmly around school.

6. We look after our school and all of the things in it.

Rewards:

We use a range of positive consequences or rewards to promote good behaviour, as outlined below:

- Non-verbal praise such as a smile or positive body language.
- Verbal praise (genuine, specific and **all** children **must** receive some).
- Special mentions by staff to parent.
- Being chosen as monitors for certain jobs.
- Showing praiseworthy work to other teachers or to the head or deputy.
- Sharing work on the school website and portfolios.
- Stickers
- Rewards for good attendance
- Recognition in assembly for achievements outside school e.g. sport etc.
- Nomination for Golden Assembly
- Weekly class 'Star of The week' certificate for the most Dojo points.
- Awarding of Dojo reward point.

It is essential that **all** children are able to receive positive encouragement and gain the positive consequences. Relationships and building fair and consistently high expectations of behaviour are key principles of our school values and policies.

Class Dojo - Whole School Reward System

Class Dojo is an electronic system that records the number of points individual children earn. The children can receive Dojo points for the following:

- Reading – 1 point
- Homework – 1 point
- Respect – 1 point
- Enjoy – 1 point
- Achievement – 1 point
- Collaboration and helping others - 1 point
- Healthy choices – body and mind – 1 point
- Active learning
- Perseverance
- Working hard to be the best you can be.
- Punctuality

This system will also be used to record any reminder that children are given or any behaviour that does not follow our school values or school/school rules; these have a consequence and impact in terms of losing Dojo points.

The points will be cleared each half term and started afresh.

(Note - As we initially introduce the Class Dojo system in September 2017, the exact number of points required for the different rewards each term will be finalised during the Autumn term 2017, with the school council taking a lead.)

Disciplinary consequences and sanctions:

If children do not demonstrate the school values or follow the school rules, it is important to have a clear policy that is applied consistently across school to help all children to feel happy, safe and successful within school.

This is where our Stages of Discipline are used.

As part of our whole school approach, children are introduced to the idea of 'choice' in EYFS and we continue with this language throughout school. If a child chooses not to adhere to the school values and behaves in an inappropriate manner, breaking our school rules, they are choosing to accept the consequences i.e. 'The Stages of Discipline' below. **The same process will run throughout school to ensure consistency.**

Stage 1: Child will be given a verbal warning – move to yellow.

Stage 2: If the behaviour persists, the child's name will be moved to Orange as a reminder. (-1 Dojo point)

Stage 3: If behaviour does not improve, the child will be moved to red and sent for 15 minutes in another class; this time will be made up at break/lunch and they will receive - 2 dojo points. The reason for being sent out needs to be added to their planner or a red slip. A text message or Dojo alert may be sent home. Upon returning, the child must be willing to apologise for their actions and the impact of their behaviour, therefore aiming to rebuild the relationship. Attempts should be made by the adults in class to spot something positive they are doing once they re-join.

Stage 4: If inappropriate behaviour continues upon their return to the session, the child will be sent to the phase leader (for approximately 30 minutes) where they will work in isolation for the remainder of the session or until it is felt appropriate for the child to return to class (- 3 Dojo points). They will also have a lunchtime reflection and text message or phone call home. *This must be logged on Cpoms.* A restorative conversation must take place before the child is able to re-join the class.

Stage 5: For more extreme behaviour children may be removed immediately from the class and may receive an internal exclusion for a set period of time (away from other children). In this situation, the child would be expected to:

- Complete their work in isolation. (The same standard of work that they produce in class is expected).
- Using Restorative Practice – discuss the reasons, impact and resolution to the situation.
- Ideally, they will have an opportunity to repair any relationships that may have been damaged.
- Parents/Carers will be informed.

Each session starts as a new session, fresh start. This is very important, as we understand that poor behaviour is often the way for a child to display an underlying social, emotional or mental health need. We all have a duty to try to be that 'significant adult' that could make a difference to each and every child.

Any child who regularly (Once or twice a week) reaches stages 4 and 5, **must be referred** to the school inclusion team, with a draft Behaviour Support Plan and referral form, in order for them to identify any SEMH support, internally or externally, that may be helpful in supporting any child. This preventative approach is very important at as earlier stage as possible.

Although we try to support children's behaviour within school, if situations of extreme aggression or a greater risk is posed to children or school staff, we may have no option but to exclude. We would liaise with the AIP – Area Inclusion Partnership - if we had a child who is, or could potentially be, at risk of exclusion.

Reflection will be in the community room at lunchtime and will usually be with the following members of staff.

Monday	Mrs Brooks
Tuesday	Mrs Sparkes
Wednesday	Mr Lovett
Thursday	Mrs Taylor
Friday	Mrs Rothenburg

Lunch times and Break times

Lunchtime and break-time should be an enjoyable time for all. It's a chance to develop friendships, socialise and to learn and practise all the skills associated with play and interaction. However, there may be occasions when children do not make a good choice.

Minor incidents are dealt with restoratively (Stage 1) by whichever adult has received the complaint or noticed the inappropriate behaviour. It is hoped that most incidents can be dealt with at the time; however, if a child fails to engage in the discussion/answering back, sanctions include 'timeout' or temporary bans from football games etc.

Children are expected to follow the school values and rules at all times. When children are making good choices they will be given a good choice card, which will earn them a Dojo Point in class.

Stages at lunchtime.

- Stage 1 – verbal reminder/warning
- Stage 2 – If behaviour persists, children will stand at the side or stay with the adult on duty for 10 minutes Reflection time (-1 Dojo point). Complete a 'Behaviour Card' that needs to be given to the class teacher/adult explaining the inappropriate behaviour.
- Stage 3 – Continued rudeness to adults or unkind behaviour, may result in a child being sent into reflection. (They will lose -3 Dojo points). A Red slip will be completed and given to the class teacher/adult.

Physical Altercations

These must be reported to the class teacher and the phase leader.

Any incidents of a physical altercation, or speaking aggressively/inappropriately to children or adults, may be dealt with outside of these stages and a child may be sent to stage 3 immediately. Depending on the build-up and seriousness of the incident, 1 or 2 lunchtime reflections may be given.

These incidents must be logged on C-POMS and a text or phone call home will be made.

Other serious incidents:

Other serious incidents such as acts of violence, hate incidents, bullying, stealing, carrying weapons, abuse to teachers or adults connected to school etc. must be referred straight to the pastoral leader, headteacher or another member of the SLT. We will report any such incidents to the LA.

Any queries from parents/carers about a child's behaviour should initially be discussed with the child's class teacher, as they spend the majority of time with the children and will be best placed to answer any queries. If this does not help to resolve the query or answer any concerns, please ask to speak to the phase leader, pastoral team or a member of SLT.

Children know that they are able to talk to any adult in school if they have a worry or problem. However, we also have a 'Place 2 Talk' post box for children who want to meet with a member of the pastoral team.

This policy is supported by our Anti-Bullying Policy, Race Equality Policy and the PHSCE curriculum.

Appendix 1: Restorative Practice

Incidents will be dealt with using the restorative questions:-

- What happened?
- How were you feeling at the time?
- How do you feel now?
- Who has been affected and how?
- What needs to happen now to make things right?

If an apology is necessary we use a set format:-

- I'm sorry for..
- It was wrong because...
- In future I will.....

- Will you forgive me?

Appendix 2
Behaviour Support Plan – Template



Behaviour Support Plan for: _____ **Class:** _____

Date written: _____ **Written by:** _____

Date Shared with parents/carers: _____ **Reviewed: Weekly review ongoing, formal review:** _____

1. Negative classroom behaviours 2. When/why?	3. Desired behaviour	4. Proactive strategies	5. Praise, attention and encouragement	6. Coaching	7. Incentives	8. Negative consequences

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