

Rothwell Primary School



Behaviour Policy

Ratified by the Governing Body	September 2019
Renewal Date	September 2020

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, governors, parents and carers all have an important role establishing high aspirations and expectations for themselves and others in order to enable our 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, excites 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', building positive relationships in all regards to ensure that everyone enjoys coming to school and is able to thrive.

This policy is supported by several of our other policies. (Race Equality, Attendance, PSHE...)

Aims of this policy

- For all children to feel happy, safe and excited about coming to school, in order to REACH their potential and leave Rothwell Primary School confident and prepared for the next stage of their journey.
- Learners and staff take responsibility for their own behaviour and their responses to the behaviour of others.
- To enable children to help themselves and others to make good choices and to be able to reflect when they do not do so.
- All staff manage behaviour consistently and resolve difficulties themselves where appropriate, following the 'Pivotal' approach. (Restorative approach).
- Staff will use the 'Steps in Behaviour' to fairly manage poor conduct, ensuring all children are treated equally.
- Set out clear systems, processes and approaches to consistently support all children.
- To ensure that excellent behaviour is an expectation for all.
- To establish a clear process of support when children show distressed behaviour.
- To embed our ethos, that everyone has 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 of REACH: Respect, Enjoy, Achieve, Collaborate and making Healthy choices. Healthy choices incorporate the importance of being both physically and mentally healthy. We also use our 3 rules and strong relationships to promote these values and expectations for our children to grow and achieve academically and are also socially, emotionally and mentally prepared and able to lead successful, happy lives.

Our Rules

R ESPECTFUL
P REPARED
S AFE

The strategies and approaches we use in developing high standards of behaviour (including learning behaviour), are based largely on those of the 'Pivotal Approach' to behaviour management. This focuses on restorative practice, use of clear and consistent steps/systems and the importance of consistency in the adult behaviour when supporting children.

The Five Pillars of Pivotal Practice:

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

At Rothwell Primary School, we are looking for the children who are 'doing the right thing' using proximal praise and other strategies to engage all. We' Praise in Public' (PIP) and 'Reprimand in Private' (RIP). When using RIP, speak to the learner privately (calm, gentle approach, side on at eye level or lower – non-threatening). Not showing emotion in the tone and body language used. We resist endless, lengthy conversations around behaviour, and spend our energy returning learners to their learning. Restorative conversations are then used to follow up at the next appropriate time, by the adult/child involved.

Key Consistencies have been agreed for all classes. All staff, regardless of role and where they are in the building, are expected to model respectful behaviour in line with this policy and our school Blueprint. (See Appendix 1)

Visible Consistencies as RPS

1. This Blueprint is followed consistently by **all** adults in **all** areas of school.
2. Positive, energetic and authentic 'Meet and Greet' at the start of **every** school day and at the start of **every** afternoon session.
3. **First attention to best conduct** – recognition is key. Looking for children who are getting it right. PIP (Praise in public – be specific). Well done ... I love the way you... thank you for... and RIP (Reprimand in private, a quiet word...)
4. Consistent use of the Stepped Sanctions and Scripts where needed = Our Pivotal approach is a live policy and approach. **TONE IS EVERYTHING!**
5. Uniform – high expectations for uniform and jewellery. (Followed up by class staff - parents/carers **must** be informed of inconsistencies).

Recognition

An important part of the Pivotal Approach to behaviour management is the focus on Recognition, rather than reward.

At Rothwell Primary we expect all children to behave well and are therefore focusing on recognising behaviour that is over and above for each child. We want children to take responsibility for their learning and put great effort into all they do because they are motivated and willing to put the effort in to continuously improve. The Pivotal approach recognises that many reward systems, are inconsistent and intrinsically motivate children, rather than them focusing on what it is they are doing well. Our pupil surveys also showed that children valued recognition over reward.

There are 4 key ways we do this.

Over and Above – (Recognition rather than reward).

1. Friday celebration assembly – parents/carers invited in to celebrate their child's success.
2. Doubling up praise – discuss a child's effort, outcomes... with another adult and ask them to double up the praise (Mrs ... was telling me... Mr ... is so proud of you for...) or encourage a child to show their work to another adult in school.
3. During each half term class staff will identify 3 children (per class) to receive a postcard home.
4. Recognition board – celebrating achieving the identified learning behaviour. (Daily mini certificate for each class – each certificate will equal 1. (Tally chart near the Recognition Board) These are to be sent to the office every Thursday morning during registration. These will be awarded during the Friday 'Golden Assembly'. Termly reward for the winning House.

Alongside these 4 ways, we also use:

- 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 parents/carers.
- Being chosen as monitors for certain jobs.
- Sharing work on the school website and portfolios.
- Stickers
- Being chosen as prefects or House Captains
- Recognition, certificates and badges for good attendance
- Reading challenge celebration and reward.
- Recognition in assembly for achievements outside school e.g. sport etc.

It is essential that **all** children 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.

Sanctions

We recognise that we do not always know what experiences a child has had prior to coming to school or during different parts of the school day; it is extremely important that we are welcoming and positive and that the children feel we are firm, fair and that we genuinely 'like them'.

If a child does not behave in line with our expectations, we have a clear set of stepped, scripted sanctions for in school and for break/lunchtimes. All staff are expected to use this to manage children's behaviour in line with these stepped sanctions. **(See Appendix 2 and Appendix 3)**

We understand that some of the more extreme behaviour is not personal against ourselves, but a way of a child showing they are emotionally distressed. This is also where the Blueprint and use of PIP/RIP is essential.

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 steps and a child may be sent to a member of SLT immediately and, 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. For serious misconduct: violence, bullying and dangerous behaviour, children may move straight to step 5. (See Appendix 2 and Appendix 3).

If aggressive behaviour puts others in danger, staff may need to use positive handling techniques to intervene. Parents would be informed of this and the correct form would be completed. (See Positive Handling Policy).

If behaviour is extreme, there may be rare occasions when an Internal Exclusion is not deemed appropriate. In these cases, the headteacher has the option to give a child a fixed term exclusion. These will be in line with Leeds guidelines, parents/carers will be informed, and the appropriate copies of the paperwork shared with parents and the LA.

Curriculum

All children will receive a strong PSHE curriculum threaded throughout. This is the 'PSHE and Me' scheme, which combined with the Mindmate lessons, assemblies and focus weeks, (Anti-bullying, Safety and the International Study) enables our children to be develop socially, emotionally, be mentally and physically prepared, and become resilient.

Children showing distressed behaviour - In school Support

- Teachers are expected to speak to the Inclusion team (Drop in session ideally).
- For children whose behaviour is causing concern, teachers MUST speak to the Inclusion team and then ensure they write a behaviour support plan for the child; this then needs to be shared with the parents/carers, the child and anyone supporting the child. (See Behaviour Support Plan - Appendix 4)
- Any adult in school can raise concerns about a child's behaviour with the Inclusion team.
- Teachers will screen their classes using THRIVE three times a year; children identified as needing support will be raised with the Inclusion Team.

We also have additional support through interventions such as:

- THRIVE – SEMH screening and group or 1:1 support.
- Seasons for Growth (Loss/bereavement Group).
- Lunchtime Club

Partnerships

- Parents and Carers.

The role of parents / carers is critical in the success of their child. As our school motto recognises, working in partnership with parents and carers is essential in enabling each child to be the best they can be. As such we are committed to making strong partnerships, we expect parents and carers to work closely with school to help their child. This is clearly stated in the Home-School Agreement.

We recommend that any queries from parents/carers about a child's behaviour or any incidents should initially be discussed with the child's class teacher, as they spend most of the time with the children and will be best placed to answer any queries. If this is not appropriate or does not help to resolve the query or answer any concerns, please ask to speak to the phase leader, Inclusion team, Deputy or Headteacher.

Multi-agencies

- We work closely with other agencies to support our children with their behaviour these include Cluster FSW, Cluster AIO and Cluster Counsellors. As well as this, we work with the Area Inclusion Partnership, SENSAP and the Educational Psychologist.
- We also work with our local schools at part of 'The Rothwell Learning Alliance.' Sharing good practice, systems and knowledge.



Our Rules

R ESPECTFUL
P REPARED
S AFE

Visible Consistencies

1. This Blueprint is followed consistently by **all** adults in **all** areas of school.
2. Positive, energetic and authentic 'Meet and greet' at the start of **every** school day and at the start of **every** afternoon session.
3. **First attention to best conduct** – recognition is key. Looking for children who are getting it right. PIP (Praise in public – be specific). Well done ... I love the way you... thank you for... and RIP (Reprimand in private, a quiet word...)
4. Consistent use of the Stepped Sanctions and Scripts where needed = Our Pivotal approach is a live policy and approach. **TONE IS EVERYTHING!**
5. Uniform – high expectations for uniform and jewellery. (Followed up by class staff - parents/carers **must** be informed of inconsistencies).

Relentless Routines

Morning Routines

1. Enter the cloakroom and prepared for learning.
2. Meet and greet on entry to the classroom.
3. Look at the morning tasks.
4. Register and lunches. (Only bands available for lunches ordered).
5. Attendance and punctuality chart and rewards.
6. Discuss the visual timetable and staffing.

Other Established Routines

- Reading challenge checked – minimum of weekly
- Thrive targets development – referred to minimum twice weekly.
- Daily Mile – everyday, all classes.
- SEMH support plans are up to date. Actions are used/shared. (Available inside the cupboard door).
- Friday - read the weekly newsletter with the

Over and Above – (Recognition rather than reward).

- Friday celebration assembly – parents/carers invited in to celebrate their child's success.
- Doubling up praise – discuss a child's effort, outcomes... with another adult and ask them to double up the praise (*Mrs ... was telling me... Mr ... is so proud of you for...*) or encourage a child to show their work to another adult in school.
- During each half term class staff will identify 3 children (per class) to receive a postcard home.
- Recognition board – celebrating achieving the identified learning behaviour. (Daily mini certificates).

Stepped Sanctions

1. Check in
2. Caution
3. Final reminder
4. Timeout
5. Reflection

Micro-scripts and Mantras

Thank you for...
Well done ... for ...
I really like the way...
I can see... is RPS

(Check in) I've noticed that ... Is everything ok?
Do you understand what you're doing?

(Caution) I've noticed you are not following our rule of being... I need you to... I know you can do this; be the best you can be. Thank you for...

(Final reminder) You have been spoken to already in this session, I need you to ... if you don't... you will be sent to another class (or must finish it at playtime). This is your final reminder in class. You can do this!

Restorative Questions

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and in what way?
4. What could you have done differently?
5. What do you think needs to happen to make things right?

Apology script:

- I'm sorry for...
- It was wrong because...
- In future I will....
- Do you forgive me?

Appendix 2

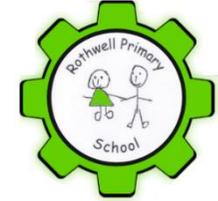
RPS Stepped Sanctions – Around school

Steps	Action	Script
<p>Whole class PIP underpins our approach.</p>	<p>A reminder of the expectations by praising the required behaviour – link back to the appropriate rule. Respectful, Prepared and Safe. This may also involve a discrete look, involve the teacher moving around the room, praising someone next to them/on their table who is showing the right behaviour.</p>	<p>Thank you for... Well done ... for ... I really like the way... I can see... is RPS</p>
<p>Step 1: Check in.</p>	<p>(Purpose to identify any reason the child is not able to do...) At the child’s level, to the side, warm tone. (Script) Aim is to solve any problem together if necessary, so the child can succeed independently.</p>	<p>I’ve noticed that ... is everything ok? Do you... (understand what you’re doing)?</p>
<p>Step 2: Caution</p>	<p>A clear verbal caution delivered privately and calmly (RIP). Make the learner aware of their behaviour and which rule they are not following. State the behaviour you want to see.</p>	<p>I’ve noticed you are not following our rule of being... I need you to...I know you can do this; be the best you can be. Thank you for...</p>
<p>Step 3: Final reminder (In class).</p>	<p>Continue speaking to the learner privately, calmly with a gentle approach, side on at eye level or lower – non-threatening. Give them a final reminder to engage and do the right thing in class. State the behaviour you need to see and clearly outline the consequences if they continue.</p>	<p>You have been spoken to already in this session, I need you to ... if you don’t... you will be sent to another class (or must finish it at playtime). This is your final reminder in class. You can do this.</p>
<p>Step 4: Timeout (In phase).</p>	<p>In Class/school At this point the learner will have time out in a designated class (within the phase), unless a behaviour plan specifies something different. - 5 min timer for EYFS/KS1. - 10 min timer for KS2. Designated space is needed at the back of the adjoining classroom. Any adult in that class, or children who will not engage with the child sent through. <i>There will be no engagement with the child who has been sent through during the time out.</i> When the child is ready to return, they will return to class in their appropriate seat. (No conversation between the child and adult in class until the child is caught doing the right thing, ideally delivered in the same way as RIP - Alongside, private...) At the next possible break/lunchtime, a restorative conversation MUST take place with the class teacher and child or the two children concerned, as soon as possible afterwards, using the restorative questions. (SLT can support where required).</p>	<p>When the child is asked to leave the room: <i>I’ve already given you your final reminder, I now need you to go...Please take your book/work with you.</i> The aim is to repair and rebuild relationships. Restorative Questions 1. What happened? 2. What were you thinking/feeling at the time? 3. Who has been affected and in what way? 4. Would could you have done differently? 5. What do you think needs to happen to make things right?</p>
<p>Step 5: Reflection (SLT/Pastoral team).</p>	<p>This only applies if either: a. The learner refuses to engage with an internal referral or b. A serious breach is committed for example: violence, bullying and dangerous behaviour.</p> <p>The member of SLT/Pastoral team must be called to collect the learner in class time. (Call the office and ask them to pass on the message). The teacher should provide work. The teacher must log the incident – red slip to Adele. A restorative conversation between the child and the adult initially involved must take place. If the incident only involves children, SLT/Pastoral team to lead this restorative process. If the incident involved a child not being respectful to a member of staff – for example: a lunchtime supervisor and a child - the lunchtime supervisor would lead the restorative conversation (facilitated by SLT where appropriate), at the end of lunch where possible. Red slip completed for CPOMS by the person leading the restorative conversation.</p>	<p>Repair & rebuild relationships. Restorative Questions – as above. Child to suggest consequence. Apology script: • I’m sorry for... • It was wrong because... • In future I will.... • Do you forgive me?</p>

Key: Blue text = select most appropriate, use own judgement.

Red = script.

Appendix 3		Lunchtime – Stepped Sanctions	
Steps	Action	Script	
Whole class PIP (Praise in public).	<p>A reminder or recognition of the expectations by praising the required behaviour or reminding them of the appropriate rule. Respectful, Prepared and Safe.</p> <p>This may also involve a discrete look, involve the teacher moving around the room, praising someone next to them/on their table who is showing the right behaviour.</p>	<p>Thank you for... Well done ... for ... I really like the way... I can see... is RPS</p>	
Steps 1 + 2 combined	<p>Check in - Purpose to identify any reason the child is not able to do... At the child's level, to the side, warm tone. (Script)</p> <p>Caution - A verbal caution if necessary - delivered privately, still calm, same level... stated the rule, what needs to happen and the consequence if this is not done.</p> <p>Depending on the incident, decide whether to use a combination or just to use the caution.</p>	<p>I've noticed that you are ... is everything ok? Do you know how to how to play ...?</p> <p>or</p> <p>I've noticed you are not following our rule of being... I need you to... if you do not ... you will have to come and stand with me.... I know you can do this. Be the best you can be?</p>	
Step 3: Final Reminder	<p>(RIP). Make the learner aware of their behaviour and which rule they are not following. State the behaviour you want to see, clearly outlining the consequences if they continue.</p>	<p>You have been spoken to already about... I now need you to stand with me so we can talk about what has just happened. EYFS and KS1 - holding the child's hand. See restorative conversations below.</p>	
Step 4: Timeout – with SLT	<p>If the child repeats the behaviour again after already being with you for the restorative conversation, the child will be brought to reflection for ten minutes. (Timer) During this time the member of SLT will also have a restorative conversation. *</p> <p>*If the incident involved any problem between the member of staff and child, in this case they would lead the restorative conversation – this can be facilitated by SLT where appropriate.</p> <p>This will then be logged on the red slip by the person who dealt with the incident. This will then be added to CPOMS.</p>	<p>The aim is to repair + rebuild relationships.</p> <p>Restorative Questions</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/feeling at the time? 3. Who has been affected and in what way? 4. What could you have done differently? 5. What do you think needs to happen to make things right? 	
This only applies if either:			
<p>a. The learner refuses to engage with an internal referral or b. A serious breach is committed by a learner for example: violence, bullying and dangerous behaviour.</p>			
Step 5: Reflection	<p>The member of staff will bring the child into reflection, inform the member of SLT about what has happened (outside of the room or to the side quietly, so the child cannot hear what is said). If the incident only involves children and the restorative process has not been used so far, SLT/Pastoral team to lead this restorative process. If the incident involved a member of staff – for example: a lunchtime supervisor and a child - the lunchtime supervisor would lead the restorative conversation (facilitated by SLT where appropriate), at the end of lunch where possible. Red slip completed for CPOMS by the person leading the restorative conversation.</p>	<p>The aim is to repair and rebuild relationships.</p> <p>Restorative Questions – as above. Child to suggest appropriate consequence. If an apology is necessary:</p> <ul style="list-style-type: none"> • I'm sorry for... • It was wrong because... • In future I will.... • Do you forgive me? 	



Keyworker: _____ **Keyworker group: Reception/Nursery only. (Delete if in KS1/KS2)**

Other adults supporting in school:

Date written:

Written by:

Date Shared with parents/carers: _____

Reviewed: Weekly review ongoing.

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