



Red Rose Primary School

Behaviour Policy

Approved by: A Brinton - Headteacher
J Lumley - Chair of Governors

Last reviewed on: September 2021

Next review due by: September 2022 - to be reviewed annually by the Personnel Committee

Amendments to Respectful Relationships policy due to Covid '19

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where children of critical workers and vulnerable children are on site, and/or more children returning to school from 2nd June 2020 onwards, Red Rose Primary School will ensure appropriate support is in place for them.

The following guidance produced by the Government on [mental health and behaviour in schools](#) will help support Red Rose to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child’s behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Support for pupils and students in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

Teachers will be made aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens’ work. The department has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

Staff have been signposted to both of these documents and these are readily available within the ‘Staff Room and Meetings’ Section of our ‘Google classroom’.

Adaptations are as follows:

- **Section 7. Our School Rules - Ready Respectful Safe**

‘Ready,respectful, Safe’ will be referred to within each ‘bubble’ daily to make sure that the children feel safe.

Safe	<ul style="list-style-type: none"> · Keep hands and feet to ourselves · Walk inside school · Use lesson resources / playground equipment for what they are supposed to be used for. · Four chair legs on the floor · Know and follow the fire procedures · No play fighting · Treat other people kindly
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- | | |
|--|---|
| | <ul style="list-style-type: none"> -Stay at your allocated area. -Wash your hands for 20 seconds. -Keep equipment to yourself. |
|--|---|

Time will be allocated daily to 'PSHE' activities to support the children's mental and emotional well-being within each 'bubble' - suitable resources will be shared with staff to access. Websites and resources shared on the 'Staff Room and Meetings' Section of our 'Google classroom'.

Revised: September 2021

Introduction

Our school believes that in order to function as an institution with a safe and caring environment for all who work or learn in it, there must be a charter of rights to support everyone and an understanding of our responsibilities based on mutual respect which governs behaviour. As a Rights and Respecting school, the UN Convention on the Rights of the child are fundamental in our school practice. As such we ensure that:

- The best interests of the children are a priority (Article 3),
- Children have the right to say what they think matters concerning them (Article 12),
- Children have the right to be protected from being hurt or mistreated, in body or mind (Article 19),
- Children have the right to be safe (Article 37).

1. Aims

The development of an orderly, positive and encouraging atmosphere is of fundamental importance in helping children to learn to live and work together in the school community. Children need to be helped to see the need for respect for different beliefs, opinions and ideas and to learn respect for the legitimate interests of others. As they move to becoming more independent, children should be helped to explore the power of rational argument and non-violent ways of resolving conflict. Children will need to be shown that distinguishing between right and wrong is not always straightforward, and appreciate that the individual's values, beliefs and moral codes change over time. Above all, children need to be helped to develop a sense of fair play, and respect for how communities construct and employ rules to reconcile the rights of the individual with those of the larger group.

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This policy aims to:

- provide a consistent approach to behaviour management
- define what we consider to be unacceptable behaviour, including bullying
- outline how pupils are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

'*Misbehaviour*' is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- non-completion of classwork or homework
- poor attitude
- incorrect uniform

'*Serious misbehaviour*' is defined as:

- repeated breaches of the school rules
- any form of bullying
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- vandalism
- theft
- fighting
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items, such as:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

'Bullying' is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which can be found on our website.

5. Roles and responsibilities

5.1 The governing body

The governing body has delegated responsibility to the Personnel Committee for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Personnel Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher and SLT

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Personnel Committee, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher has overall responsibility to 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. The Deputy Headteacher and Senior Leadership Team are responsible for the maintenance of agreed standards of behaviour around the school, and should be referred to in cases of difficulty.

The quality of leadership is also crucial to a school's success in promoting good behaviour, providing clear aims for staff and pupils and taking the lead in demonstrating them. This in turn will help to produce a positive atmosphere and sense of security. Above all there needs

to be mutual expectations on behaviour with consistency and fairness taking a central place. All need a clear understanding of what is expected of them.

5.3 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 on CPOMS

The class teacher will deal with classroom behaviour in the first instance, with any concerns being referred to the Headteacher or Senior Leadership Team. Staff must also deal with any incidents that are witnessed around the school, or to which they are alerted to by a child.

Behaviour management will be facilitated by the continual encouragement of good standards of behaviour, supported by a graded system of rewards and sanctions. All staff, both teaching and non-teaching, have a role to play in helping children discover the boundaries of acceptable behaviour. It is natural for children to test these boundaries, which staff must immediately, firmly, and clearly reaffirm. However, this does not imply that the school be preoccupied with bad behaviour; on the contrary, the promotion of good behaviour can marginalise the bad. (See Appendix 2 - Policy into Practice)

In dealings with children staff must never resort to sarcasm or intimidation. Firmness can be achieved without the necessity for unpleasantness or the undermining of children's self esteem. A reasoned explanation why the behaviour is unacceptable and the sanction to be applied can be given along with a strong message about how the behaviour is viewed, without the need for hurtful comments.

5.4 Parents

Parents are expected to:

- support their child in adhering to the pupil code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

The involvement of parents will always be sought at all stages when a pupil displays behaviours which are consistently unacceptable. Similarly, parents will be informed when a child has made a noteworthy achievement in either an academic or non-academic field.

6. Pupil code of conduct

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Pupils are expected to:

- behave in an orderly and self-controlled way
- support the school values
- show respect to members of staff and each other
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform at all times
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable children, including looked after children, children with SEN, physical or mental health needs, will receive behavioural support according to their specific need.

Class Charters

Our Class charters are written, agreed and designed to make clear how each class will ensure positive behaviour, positive attitudes and respectful relationships are developed. They are negotiated at the start of each year with each class and are displayed on all classroom walls. They will largely be backed up through UN Children's Rights.

Travelling to and from school

While recognising that these times are outside the school day, regard will be taken of complaints received about children's behaviour while travelling to and from school, whether this is by public transport or on foot.

Children are expected to behave in an appropriate manner, having respect for the people and properties they encounter on their journey. Any complaints received will be investigated and dealt with in school, and where necessary referred to parents.

Complaints received regarding children transported by taxi to and from school will also be dealt with, particularly where the behaviour endangers the vehicle or those travelling in it. Failure to improve behaviour could result in being banned from using the transport for a fixed period of time.

7. Our School Rules - Ready Respectful Safe

Our school rules are displayed and shared with the children as a means of communicating the code of conduct in child friendly language. We have chosen three rules through which the code of conduct can be promoted in all aspects of school life. We have made them

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simple to recall, so that they can be referred to more frequently and consistently by all adults. What is really important is brought into sharp focus and children can strive to demonstrate the behaviours that are most important to improving their learning.

Be :

- Ready
- Respectful
- Safe

Understanding the School Rules

Each teacher will lead a discussion about the rules with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a common, clear understanding of these rules and what they ‘look like’ in practice. The table below gives some ideas of things that might be covered by each rule but these should be decided with the children at an age appropriate level. The discussion should start with the question ‘What do we want being ready / respectful / safe to look like in our classroom and the playground?’

The ideas formulated by the children should form a small display (illustrations and or captions by the children) so that the rules can be referred to throughout the day.

Ready	<ul style="list-style-type: none"> · Looking at the person who is speaking · Coming into the classroom promptly in the mornings and after playtime / lunchtime · Good listening · Getting involved in class / group discussions · Facing new challenges · Being resilient · Wearing correct uniform
Respectful	<ul style="list-style-type: none"> · Being kind and polite · Caring for school property and the property of others · Being honest · Following instructions the first time we are asked · Waiting our turn to speak · Showing good manners · Wearing correct uniform · Keeping the school rules · Understanding that not everybody has the same views
Safe	<ul style="list-style-type: none"> · Keep hands and feet to ourselves · Walk inside school

	<ul style="list-style-type: none"> · Use lesson resources / playground equipment for what they are supposed to be used for. · Four chair legs on the floor · Know and follow the fire procedures · No play fighting · Treat other people kindly
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8. Rewards and sanctions

8.1 List of rewards and sanctions

Positivity promotes respectful relationships

We celebrate good work, good behaviour, good attitudes and individual effort at Red Rose Primary School.

Reward systems are in place across the school - these differ depending on the age and abilities of the children in each class and the agreed classroom charters. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Verbal praise and feedback by all members of staff
- Praise by students and parent helpers/visitors
- Positive comments in children's books
- Smiley faces
- Reward cards
 - Stickers
 - Stamps
- Certificates - Bronze, Silver, Gold, Platinum after being awarded a number of stamps/stickers
- Golden Table - to reward positive behaviour in the dining hall.
- Visiting the Headteacher with 'good work' and good news
- Headteacher stickers
- Stars in the Rocket - linked to our school values.
- Presentation of awards received outside school
- Celebration Assembly - weekly
- Informing parents through meetings, Home/School books or by telephone
- Class Rewards
- Positive Postcard home

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- special responsibilities/privileges

8.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to Appendix 3 of our Child Protection & Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Gem Power - Growth Mindset

Psychologist Carol Dweck developed the concept of Growth Mindset. In recent years many schools including Red Rose have started using Growth Mindset with children to enable them to become more successful learners.

Children with a Fixed Mindset 'Red Brain' believe their basic qualities, for example; intelligence or talent, are fixed. When students with Fixed Mindsets fail at something, as all children inevitably will, they tell themselves they can't or won't be able to do it, or they make excuses to rationalise the failure.

'Think Like a Learner'

Further to this, we have worked alongside Dr Tom Robson, who has developed 'Gem Powers' linked to Carol Dweck's Growth Mindset research. Within this model, children demonstrate different 'gem powers'. The powers are as follows:

- Diamond Power – being responsible and identifying a problem
- Ruby Power – supporting others
- Emerald Power – being courageous and sticking with it when things get tough
- Sapphire Power & the Monster Distraction – keeping focus

10. Behaviour management

For details of our behaviour management strategies and the Restorative Approach, see Appendix 2.

10.1 Physical restraint

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

Within Red Rose, twelve staff are trained in 'Team Teach' (*'Founded in 1997 by George Matthews, a teacher with 20 years' experience. Team Teach is to equip everyone with the tools they need to understand behaviour and manage challenging situations, at work or in daily life, in a positive and respectful manner.'*)

Team Teach Staff are able to promote clear and accurate communication between colleagues and the children being cared for. Any physical contact that may need to occur has been developed to rely on biomechanics to reduce the amount of physical force required to achieve a positive result.

10.2 Confiscation

Any prohibited items (listed in Section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Our staff are provided with ongoing training on managing behaviour, as part of continuing professional development.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Personnel Committee annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Personnel Committee annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection & Safeguarding policy
- Anti-bullying policy

Appendix 1: Statement of Behaviour Principles

- 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 body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 : Policy into Practice

Every class and all staff use the same 'Ready to Learn' system for recording and reporting positive & negative actions. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their actions and to make improvements.

- All children start each lesson on '**Ready to Learn**'. It is expected that the majority of children will keep their name on 'Ready to learn'
- Any child displaying outstanding learning can be moved to '**Role model**'
- If a learning behaviour is negative the child will be spoken to and made aware of their negative behaviour, e.g. verbal warning, non-verbal communication (e.g. frowning).
- If necessary, the class teacher will indicate what action they are unhappy with and outline the consequence of continuing with this action.
- If the negative action continues, the child will be moved to '**Think about it**'
- If the negative actions persists the child will be moved to '**Miss break time**'
- Continued negative behaviour can then result in the child being placed on **Removal** from class. When this occurs a member of the SLT will be informed and a decision will be made on whether to contact home. Appropriate sanctions will then be put in place.

Zero tolerance is given for physical assault (deliberate kicking, punching, hitting, etc.) or damaging property. (See below) Any of these behaviours will be dealt with by a member of the Senior Leadership Team.

Restorative Approaches

A restorative model in school focuses on the impact on relationships and how they can be successfully restored and maintained. If a relationship between pupils breaks down then a restorative conversation will take place as soon as possible regarding the action.

The emphasis is on reparation and reintegration and encourages children to express and listen to how their actions have affected others, working together to find solutions. It promotes effective conflict resolution skills, providing children with a forum to 'have their say and be heard.'

The following questions are asked to those who have been affected which focus on resolving the situation and all staff use these:

1. What happened?
2. What were you thinking?
3. What were you feeling?

4. Who has been affected?
5. What needs to happen to make things fair and better? / What do you need to do now to move forwards?

Zero tolerance is given for physical assault (deliberate kicking, punching, hitting, etc.) or damaging property. (See below) Any of these behaviours will result in a child moving immediately to the red traffic light and discussing their actions with the Head Teacher. Parents will be informed of their child's inappropriate behaviour either in person at the end of the day, via a telephone call home or a letter. If the problem is severe or recurring then exclusion procedures are implemented. County guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude.

All staff follow a restorative approach, promote respectful relationships through positivity and ensure high expectations by addressing negative actions.

Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented.

All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously and with respect.

Start of day / lessons

- Teacher to "meet" and "greet" children at the class door on arrival
- Starter activity to be available immediately and accessible to all

During Lessons

- High expectations of work and behaviour.
- High quality teaching
- Promotion of a stimulating environment
- Build positive relationships
- Ensure school rules (exemplified), rewards and sanctions are visible to all
- Praise consistently (**5:1 ratio minimum**)
- Know your children well and understand their needs SEN etc.
- Plan the use of any additional adults to support children who need extra help to meet the lesson objectives.

End of Lessons

- Allow time for plenary and reflection on whether Learning Objectives have been achieved
- Ensure the classroom is tidy
- Orderly dismissal. At the end of playtime/lunch time ensure you are in class to greet your class.
- Ensure you accompany your children to the school gate at the end of the day.

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- Teaching assistants/lunch time supervisors to be on the school yard promptly before school/break times/lunchtimes and supervise the children in classrooms until the teacher returns after lunch at 12:45 (KS1) and 13:10 (KS2) (Please refer to the staff handbook)

Out of Class

- Notice and respond to good behaviour exhibited by children from across the school.
- Duties – supervisory staff on time, in correct place. Take opportunities to build relationships with children.
- Intervene whenever incidents occur – follow Restorative Approaches where possible.
- Corridors kept clean and tidy with motivating/informative displays.

Appendix 3: Strategies for promoting a Growth Mindset

Help children understand a little more about how the brain works, that it gets more powerful through practicing the things you want to get better at, determination, and bouncing back from disappointment, the feeling you get when you don't get your own way and making mistakes

- Try to not tell children they are smart, gifted, or talented, since this implies that they were born with the knowledge, and does not encourage effort and growth. Instead use different methods of praise
- Let children know when they demonstrate a growth mindset.
- Praise the process. It is effort, resilience, determination, commitment, and practice that allow children to become the best version of themselves.
- Don't praise the result but the process.
- Understand the power of mistakes. Children sometimes learn the most when they fail. Let them know that mistakes are a big part of the learning process. There is nothing like the feeling of struggling through a very difficult problem, only to finally break through and solve it! The more challenging the problem, the more satisfying it is to find the solution.
- Encourage participation and collaborative group learning. Children learn best when they are immersed in a topic and allowed to discuss and advance with their peers.
- Encourage competency-based learning. Get children excited about subject matter by explaining why it is important and how it will help them in the future. The goal should never be to get the 'correct' answer, but to understand the topic at a fundamental, deep level, and want to learn more.

Questions that will help develop a growth mindset:

- What did you learn today?
- How did you learn that?
- What mistakes did you make that help you learn?
- What did you do that made you more resilient?
- What did you do that made you persevere?
- What did you struggle with today?
- What little problems did you take responsibility for?
- What did you say or do to make someone feel good today?
- What monster distractions did you fight off successfully today?
- What monster distractions do you need to practice fighting off?

Give more praise for the process of learning

I love the way you:

- like doing the tricky things
- the way you remain calm when things don't go your way
- just keep on going....you think it out, then use a buddy's brain, then the bits and bobs around you and then and only then do you ask an adult...great stuff
- praise other people when they are successful

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- keep your focus on what you are trying to achieve; the way you fight off the monster distractions
- understand the power of mistakes.

This written statement of behaviour principles is reviewed and approved by the Personnel Committee annually.