

ROKEBY PARK PRIMARY SCHOOL



Behaviour Policy

*(Reference may also be made to Anti-Bullying Policy,
Safeguarding Policy, Single Equality Policy and Exclusion Policy)*

April 2016

Reviewed: April 2016
Next review: April 2017

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The Positive Approach to Behaviour Management

Aims and Objectives

It is a primary aim of our school to ensure 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 with values which 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 where everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting positive relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. 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.

We treat **all** children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

How the policy operates

Rewards

Rewards include positive oral remarks and consistent praise for good behaviour. Responsibilities may be given to reward good behaviour such as being leader in the line. Class teachers may run additional merit systems in their class. There is an 'Aim to be the best you can be' display in each classroom, which helps to reinforce the school's philosophy. Achievements including good behaviour are celebrated in Special Mention Assembly each Friday when children are presented with certificates.

Rewards may include:

- **Use of praise**
- **Stickers or certificates**
- **Dojos and a class Dojo trophy**
- **Telephone call/letters/notes home to parents/carers**
- **Discussions after/before school with parents/carers**
- **Specific reward programmes for individual children if needed**

Dojos

Each child in Reception to Y6 has their own individual Dojo character which can be displayed in class on the interactive whiteboard. Children can achieve Dojo points for good behaviour, being polite, showing kindness to others, working hard, reading at home, moving sensibly around the school, being polite and work etc. and these are assigned to their character/. During the whole school assembly on a Friday, the Dojo points for each class are viewed and the class with the highest percentage of Dojo positive points become the proud winners of the school's Dojo trophy.

Green behaviour and traffic lights

All staff have high expectations regarding pupils' behaviour. All staff are consistent and persistent in ensuring children understand what green behaviour should look like and use the same positive language.

Examples of positive language used by staff:

- To be in green you need to ...
- You are showing green sitting, listening, walking, talking, etc.
- To be in green we ...

Behaviour Aims

The school makes sure that the children are aware of what green behaviour looks like by having the school behaviour aims displayed around the school. Green behaviour should look like this:

1. To be in the right place at the right time
2. Say the right thing in the right way
3. Do the right thing in the right way

Examples of children showing Green behaviour and following the behaviour aims would be if they show respect for themselves and others, walk quietly in the school, look after all property, show good manners and are kind, caring and helpful to each other. Positive reinforcement is used to ensure children know they are doing the right thing.

Traffic lights are used in every classroom as a visual tool to indicate levels of behaviour for each child. Movement through the traffic lights will be:

1. Verbal warning given
2. 1st warning: Child's name moved into the AMBER traffic light. Children will be encouraged to turn around their behaviour and move back into green as soon as possible. However, if the unacceptable behaviour persists:
3. 2nd warning: Child's name moved into the RED traffic light. Name and action recorded on a pink slip. Again, children will be encouraged to turn around their behaviour and move back into amber and then green as soon as possible. However, if the unacceptable behaviour persists:
4. 3rd warning: Child's name moved into RED for the 2nd time in a day.

This will be recorded on a Pink Slip and the Headteacher/SLT will be informed.

Child sent to Headteacher (DHT in Head's absence) for discussion. Class teacher will complete Behaviour Action Plan with the child and inform the Headteacher.

5. If behaviour does not improve over the next day then the child will continue through Traffic light system again but will be placed on report and a report card will be issued and parents will be informed by letter from the Headteacher.

The Headteacher and Deputy Head Teacher will monitor Pink Slips regularly. If a child's name appears in red more than 3 times in a half term then parents/carers will be contacted and invited to

a behaviour support meeting in school. This will take place with the Headteacher and class teacher and will also involve a discussion with the child.

Sanctions and consequences

We employ sanctions to ensure a safe and positive learning environment. Each sanction is applied appropriately to individual situations.

- We expect children to listen carefully to instructions in lessons. Traffic lights, Dojos are referred to.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class or on the playground they are warned they are not showing green behaviour. All staff have an array of agreed behaviour strategies including missing 5 minutes of break.
- If a child threatens, hurts or bullies another child a member of staff will record the incident. A circle will be held between all parties to resolve the conflict, learn from the experience and say what actions they will do in the future. During the circle children are given the opportunity to discuss the incident and how any issues can be resolved in an acceptable way.

Incidents of inappropriate behaviour are recorded on Pink Slips which then are given to the Headteacher, Deputy Head, Child Protection Co-ordinator or SLT members and are filed in the child's individual file.

The role of the staff

All teachers have a duty of care to the children in our classrooms and cannot relinquish responsibility to support staff. It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. If necessary staff will liaise with the Headteacher, Deputy Head, and Child Protection Co-ordinator to discuss concerns regarding behaviour and involve parent/carers/external agencies. All incidents involving injury must be reported on the official documentation and given to the admin office.

Staff should:

- reward good behaviour, praise more often than criticise;
- strive to achieve co-operation rather than confrontation;
- be critical of **poor behaviour**, not the person;
- give pupils a way out of a situation so they don't feel trapped;
- remain calm and refrain from aggression;
- not hold grudges – begin again positively when a situation has been dealt with (remember it's not personal!);
- follow the school's Positive Behaviour Policy fairly;
- never use physical force aggressively (see below – risk assessment)

Risk assessment at the time of incident

Physical intervention is discouraged and should not be undertaken unless the member of staff feels confident in the intervention and has assessed the risk. The initial response should be to identify potential harm to persons and to consider control measures to deal with the danger. This includes danger to:

- the individual presenting the challenging behaviour;
- other pupils;
- any staff involved/other staff;
- self

Recording, reporting and repair

It is vital that a written record is kept of any incident of bullying or unacceptable behaviour on a Pink Slip. All Pink Slips are monitored by the SLT and then filed in the children's individual files. The records should include:

- the name(s) of the pupils involved;
- the name(s) of all staff involved including witnesses
- when and where the incident occurred;
- details of the incident including what was said, duration;
- pupils' responses and outcomes of the incident;
- details of any injuries including marks to the skin;
- details of damage to property

All incidents involving a separate serious behaviour incident or control and restraint must also be recorded on a Pink Slip.

Strategies for dealing with difficult behaviour

- appropriate use of voice in terms of pace, volume and tone;
- adjustment of body position to ensure minimum threat to the child and maximum safety for staff (generally a sideways stance);
- facial expression and eye contact is positive and calming;
- appropriate use of humour;
- making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further;
- seeking help from other staff to diffuse the situation – time out to cool down;
- seeking other staff to witness and assist in the recording of the incident whenever possible.

Pupils should not be sent to work in another classroom as a form of punishment for inappropriate behaviour. All staff should work with the child to turn behaviour around.

Help from outside agencies will be sought where appropriate such as: The Whitehouse Pupil Referral Unit (this may involve outreach support or children attending the unit for a fixed period of time), an Educational Psychologist, Ganton/Northcott Outreach Service.

Fixed-term and permanent exclusions

The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, they will inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the management group.

The school will inform the parents/carers how to make any such appeal.

The Headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

When an appeals panel meets to consider an exclusion, they will consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the LA appeals panel decides that a child should be reinstated, the Headteacher will comply with this ruling.

In the absence of the Headteacher, the Deputy Headteacher has the powers to exclude a pupil for the reasons above; this will be in consultation with the Headteacher or Chair of Governors.

Behaviour outside school

The school's behaviour aims are applicable at all times including incidents that occur outside the normal school day.

This applies to incidents of poor behaviour that may occur outside school and may also lead to repercussions within school the following day. These may result in an exclusion from school.

Monitoring and review

The Headteacher will monitor the effectiveness of the Behaviour Policy on a regular basis. The Headteacher will also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher will keep a record of any child who is excluded for a fixed-term, or who is permanently excluded.

Review

This policy will be reviewed annually.

Reviewed: April 2016 by C Smith

Next review date: April 2017