



# Behaviour Policy

(including Covid 19 Addendum)

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<b>Policy Review Date:</b>	February 2024	Headteacher Debra Bailey	Signed	Insert Date
<b>Ratified by Governing Body:</b>				
Sue Welford (Chair of Governors)		Insert Signature	Insert Date	

## **At Rushey Mead we take a positive approach to behaviour management.**

This policy supports the school's vision statement. It is designed to ensure the development of positive relationships between all stakeholders. Its fair and consistent implementation is the responsibility of all staff at the school. Due to the current global pandemic, this is to be referred to in conjunction with the **Behaviour Policy 2020 Covid-19 Addendum**.

**The school has a set of promises and values which all stakeholders are expected to uphold:**

- ❖ Have respect for people and property
- ❖ Challenge ourselves
- ❖ Walk in school
- ❖ Keep our hands and feet to ourselves

**We 'THINK' before we speak or take action. Is what we are going to say or do;**

- ❖ **T** - true
- ❖ **H** – helpful
- ❖ **I** - inspiring
- ❖ **N** – necessary
- ❖ **K** – kind

**Our vision for behaviour at Rushey Mead Primary School is that:**

- we promote responsible behaviour, self-discipline and respect for others and the world around us
- every child can be successful and behaviour can change and improve
- good behaviour will be rewarded
- we celebrate success
- everyone will be treated with equality and fairness
- we will ensure the safety of all children
- everyone will know our 'THINK' system and our 'Promises'

At the start of each new school year, class teachers will work collaboratively with the children on a set of class rules. These will be prominently displayed. Children know that rewards and sanctions are measured against our expectations of good behaviour.

### **Aims**

The aim of Rushey Mead Primary School is for every member of the school community to feel valued and respected, and for all to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The Behaviour Policy aims to promote an environment where all feel happy, safe and secure. Rushey Mead Primary School does not tolerate bullying or racism of any kind. If we discover that an act of bullying or racism has taken place, the incident is recorded and we act immediately to stop any further

occurrences. We do everything in our power to ensure that all children feel happy, safe and secure at school.

Serious incidents of verbal or physical abuse against children or adults will always be reported to a member of the Senior Leadership team. Incidences of this nature could result in a child being excluded from school. Exclusions will usually be for a fixed-term. However on rare occasions, due to sustained misbehavior or a very serious assault, exclusions can be permanent. Serious incidents and exclusions are recorded on an incident report form and in the event of any injury sustained, also on an SO2 form which is sent to the Local Authority

### **On Call systems**

Each class has red laminated 'call cards' which are to be used only in an emergency. To call for immediate assistance, a child or adult will take the call card to the nearest class for assistance.

### **Team Teach**

All staff are trained in Team Teach which is an approach to positive behaviour management and handling. We have a separate Positive Handling Policy which is written in line with National and Local Authority Guidance for safe practice. Positive handling should only be used when all other de-escalation strategies have been tried unsuccessfully or in an emergency situation.

### **Lunchtime Behaviour**

If a child behaves well during lunch time they will receive a 'Good to be Green' card. These are reported to teaching staff and celebrated in class. If a child behaves badly during lunch time they will receive a blue slip and the incident is recorded. This will then be followed up by the class teacher, the Pastoral Support Manager or a member of the SLT depending on the behaviour. When children persistently behave badly during lunchtimes they may not be allowed on the playground and those children who display consistently disruptive behaviour at lunchtime may be excluded from the premises for the duration of lunchtime.

### **Lunch Club**

This exists to fulfil a range of needs. Children who find the lunch period difficult because they find it hard to behave appropriately may be invited to attend Lunch Club where they will work on the aspect of their behaviour that needs to change.

### **Exclusions**

Occasionally the Head teacher may need to exclude a child from school. This may be for one or more fixed periods, for up to 45 days in any one school year. A child may also be excluded permanently. Any child who is in danger of a permanent exclusion will receive support and we will work closely with the child and parents to help prevent this if at all possible.

### **Parents**

Parents have a vital role to play in their children's education. It is very important that parents support and co-operate with the school. We work collaboratively with parents, so

children receive consistent messages about how to behave at home and at school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Head teacher. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented. Under no circumstances should parents approach a child directly.

We expect parents to behave in a reasonable manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head teacher who will take appropriate action. It is important that parents keep the school informed if there are any issues at home which may affect a child's behaviour.

### **Staff**

All staff who work in school have a responsibility to uphold the behaviour policy. Lunchtime Supervisors should ensure that they communicate effectively with the class teachers about incidents of unacceptable behaviour at lunchtime.

The class teacher, the Inclusion Manager and the Parent Link Worker will play a key role in communicating any problems with parents.

### **Prefects**

In Year 6, some children are appointed to become School Prefects based on their own positive behaviour and being a good role model to other pupils within school, this includes a Head Boy and a Head Girl. These children model good behaviour during the school day, including break and lunchtimes and they are expected to uphold the school promises in line with the school's values and ethos.

### **Governors**

The governing body has the responsibility of setting down general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. The head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the head teacher about particular issues.

### **Head teacher**

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

### **Rewards and Sanctions**

The emphasis of the school behaviour policy is on **REWARD** and **PRAISE**, which are given for both work and behaviour. All systems are flexible to take account of individual circumstances. All teachers operate a stepped approach to sanctions, which allows children the opportunity to consider and improve their behaviour during the course of the day.

All members of staff will recognise and celebrate good behaviour at all times through informal praise. We run the 'Good to be Green' system in school. Children will be rewarded in many ways including-

- verbal praise
- 'Good to be Green' stickers and cards
- stickers or stampers
- certificates
- special responsibilities
- Postcards home
- Golden Time

*Golden time is a ½ hour reward time for good behaviour. Activities will be decided by each phase at the beginning of each half term. A child will lose 5 minutes of their 'golden time' for each day that they are at 'orange' or 'red' at the end of the day.*

Despite positive responses as a means to encouraging good behaviour at Rushey Mead Primary School, sometimes it is necessary to employ a sanction. When dealing with all forms of inappropriate behaviour, teachers maintain a consistent approach.

**Stay calm** – children should be dealt with calmly and firmly referring to why their behaviour is inappropriate and what action is being taken as a consequence.

**State consequences** – A consequence is a sanction that should "fit" the behaviour. The first step is to stop the behaviour. The second step is to provide an action that recalls children to rules, states the limits, and teaches alternative behaviour.

**Offer a fresh Start** – every child must feel that every day is a fresh start at the same time as knowing their behaviour is recorded.

**The following sanctions will be used consistently for all incidences of inappropriate behaviour**

1. Verbal reminder of unacceptable behaviour.
2. 1st warning – go to 'orange'
3. 2nd warning – go to 'red', this will result in a detention and will be logged on CPOMS (the school safeguarding recording system).
4. 3 detentions in a half term period, the matter will be brought to the attention of the Head/Deputy and a letter will go home to parents.
5. 1 further detention, parents will be invited to come into school to discuss their child's behaviour.
6. 1 additional detention, the child will have an internal exclusion which may lead to a child having to go home at lunchtimes.

Children will bypass warnings and go straight to detention for swearing, fighting or speaking rudely to a member of staff. During detentions, children reflect upon their behaviour which is supported by the Inclusion Manager holding the Detentions.

Exclusion from school, temporary or permanent, will be made at the discretion of the Head teacher and will only be used as a last resort.

## **Behaviour Policy 2020 Covid-19 Addendum**

The aim of Rushey Mead Primary School is for every member of the school community to feel valued and respected, and for all to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. In light of the Covid-19 pandemic, some adjustments have been made for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy and E-Safety Policy. These adjustments are set out below:

### **Arrivals, Departures and Moving round the school.**

Children will enter and exit school through their designated entrance at the agreed times, keeping a 2m distance from any other individual. There will be markers on the floors to support children with social distancing. They will leave when their parent has come to collect them, again using the designated route. Movement around the school will be limited with children following an adult from their bubble on their designated route to and from their classroom. Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand. Children must have a responsibility for their own equipment and learning pack and ensure that these are not shared with other pupils.

### **Social Distancing**

Children will be expected to socially distance from their peers and adults in school and on the playground/field at all times. When children enter their bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats. This may differ in Early Years where social distancing may be more challenging. Where pupils are not complying, sanctions from the Behaviour Policy will come into effect.

## **Hand washing and Hygiene**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask children to follow the catch it, bin it, kill it, mantra when in school. If they need to cough or sneeze,

they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school. All bins within school are double bagged and lidded. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used as per the Behaviour Policy.

## Break times

Children will have a designated place to play during break times. They will be expected to remain socially distant from both peers and adults during these times. Children must stay in their designated area at all times.

## Toilets

Each bubble will have their own toilets to use. Children will be supervised and encouraged to use the toilets one at a time and wash their hands following Covid guidelines.

## Behaviour in school

If a child's behaviour is deemed high risk, e.g. refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, the Behaviour Policy will be followed and sanctions put in place. If this behaviour continues then it will be escalated to the Phase Assistant Head and if necessary passed onto a member of the Senior Leadership Team.

### **Pupils with Special Educational Needs**

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic event. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, the change in routines and lack of familiarity will require additional adjustment. Behaviours exhibited are the child's way of communicating that there may be a problem and school will work to help alleviate these difficulties with the child. These children may require a risk assessment to be put in place to keep themselves and others safe. If necessary school will seek external support from other agencies such as the Social, Emotional and Mental Health Team, an Educational Psychologist or Early Help.

### **Pupil's working from home**

If interacting with other pupils or staff online, students should always be kind and respectful to each other and staff. Any inappropriate comments via the schools Remote Learning Platform will be taken very seriously. This includes any online bullying that is disclosed to the school during this time.