



# Behaviour Policy

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| <b>Policy Date:</b>                | 20 <sup>th</sup> November 2023 | <b>Version: 1.2</b>   |  |            |
| <b>Policy Review Date:</b>         | November 2026                  | Headteacher<br>Nitash Odedra  |  | 20/11/2023 |
| <b>Ratified by Governing Body:</b> |                                |   |  |            |
| Sue Welford (Chair of Governors)   |                                |  | 20/11/2023   |            |

## **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.

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

- **a**cquire skills and knowledge for academic success.
- **b**ecome confident in using the English language.
- **c**hallenge myself and engage with the enriched curriculum to become confident and resilient.
- **d**iscover and extend my talents and strengths.
- **e**njoy and celebrate the rich diversity of the school and local community.
- **f**ulfil the lives of others by being an active and caring person.

**The school has a set of rules, which all stakeholders are expected to uphold inside and outside the classroom:**

- ❖ Walk safely in school
- ❖ Be kind and respect each other
- ❖ Respect other people's property
- ❖ Keep my hands and feet to myself
- ❖ Listen carefully

**We set an example of positive behaviour through the school's character traits and model good behaviour by being;**

- ❖ Ambitious
- ❖ Articulate
- ❖ Resilient
- ❖ Respectful
- ❖ Curious
- ❖ Kind

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 (SLT). 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 Happy Lunchtime Certificate. These are reported to teaching staff and celebrated during weekly celebration assemblies. In addition to this, children are awarded a pom-pom for responsible behaviour, which contributes to the winning class receiving an extra 10 minutes playtime on a termly basis. Children nominated by lunchtime supervisors will also be rewarded for their positive behaviour on a half-termly by being able to join the 'table of awesomeness' which allows these children to eat with the lunchtime supervisors at a special table.

If a child behaves inappropriately during lunch-time they will be spoken to by a lunchtime supervisor and if necessary, given a period of reflection followed by an apology. If necessary, this will then be followed up by a member of the SLT if it is a case of bullying, violent behaviour or racism. 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 Headteacher 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 will play a key role in communicating any problems with parents.

### **Prefects**

In Year 6, a group of 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.

### **Headteacher**

It is the responsibility of the Headteacher, 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
- certificates
- weekly celebration assemblies

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.

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.