

Rosslyn Park Primary and Nursery School



Behaviour Management Policy January 2020 Update

Our Aims

- To promote positive attitudes to good behaviour and respect for all others.
- To understand the underlying reasons for poor behaviour.
- To develop in pupils a sense of self-discipline, a proper regard for authority and acceptance of responsibility for their own actions.
- To prevent bullying among pupils.
- To ensure pupils can benefit from all the learning opportunities planned and provided for them to succeed in school and later life.
- To regulate the conduct of all pupils.
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.

Our Guiding Principles

The above aims will be best achieved in a relaxed, pleasant atmosphere where pupils are able to give their best and are encouraged and stimulated to fulfil their potential. In order to achieve this, a policy of encouraging appropriate attitudes, of reward and of praise is necessary.

Boredom, lack of understanding, incorrect pitch of work and lack of progress are major reasons why some pupils misbehave. The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods, consistent routines and procedures and precise intervention that will ensure the full involvement of all pupils are important ingredients in ensuring a well-ordered and well-motivated school.

At Rosslyn Park Primary and Nursery School we believe that all staff can play an active role in the management of behaviour throughout the school and therefore the implementation of the Behaviour Policy is the responsibility of all staff.

Our Values

At Rosslyn, we are:

- Respectful
- Motivated
- Inclusive
- Resilient
- Collaborative
- Always Proud
- Aspirational



These values cover all aspects of behaviour and are the basis of all discussions with children about their behaviour. Posters showing the values are displayed prominently in every classroom and cluster, and in other spaces such as the corridors, hall, etc. Children are reminded of these values frequently and should understand what they mean through discussions with teachers, teaching assistants and any other staff that support them.

Each half term there is a focus on one of the school's values (two in Autumn 2) and teachers are expected to teach at least one lesson on this value and discretely teach it for the rest of the term.

Our Expectations of Conduct

Moving around the school

Any movement should take place in an orderly manner so as not to disturb others who are working.

Staff should ensure that individuals are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason.

Children should not be sent out of the classroom on tasks that can be undertaken at break, dinner time or before or after school e.g. collecting holiday forms or equipment from the office.

When a whole class is moving, the teacher should ensure the classroom is empty before proceeding, again no child should be unsupervised.

Children should be supervised carefully as they move through any shared areas and ensure that they do not disturb others who are working.

Members of staff should intervene if there are children in a class line who should not be together and position themselves so that the behaviour of all children can be monitored as they are moving.

Children should be discouraged from using the corridor at break times or dinner times, by ensuring they have their coats, if they are needed, before being dismissed. Children should use appropriate entrances/exits and not return to the classroom unattended.

The corridor should only be used as a through route to get to the playground or the hall at lunchtime.

There should be no waiting or playing in entrance porches, toilets or doorways.

Break Times

At break, duty teachers must ensure that they are on the playground with their class before the others, in order to supervise pupils in a safe and appropriate manner. Phase Leaders will ensure that adequate supervision is available if any member of staff is absent. All staff are responsible for all children in school. Children should not be entering school corridors during break or lunchtimes.

All staff must ensure that timings for breaks are adhered to and that they leave the Staffroom promptly to meet their classes.

Playtime incidents should be dealt with by the teachers on duty and reported back to the class teacher as necessary. The class teacher will log any incidents reported, in the absence of the class teacher the supply or Teaching Assistant will pass on the log to be recorded the following day to the class teacher.

Wet Break

The decision regarding indoor break should be taken by Phase Leaders and a message sent to colleagues as soon as possible.

During indoor playtimes the pupils will be in their classrooms, supervised at all times by the class teachers patrolling the corridors and classrooms. Class teachers should regularly remind pupils of the standard of behaviour expected during indoor break times; ensure pupils are clear about indoor break routines and provide a range of appropriate activities which pupils can access independently.

Lunchtimes

Children are fully supervised at lunch time by the mid-day supervisors, including two senior mid-day supervisors. All staff will encourage good behaviour and adherence to the School Values during the lunch period and ensure pupils move around the school in an orderly manner. All class room teachers should be ready to receive their class at the beginning of the afternoon session.

The mid-day Supervisors will reprimand pupils if their behaviour is unacceptable, they will record unacceptable behaviour on a Behaviour Log Slip and inform the class teacher. The class teacher will decide on an appropriate consequence and inform parents accordingly.

In the event of seriously unacceptable behaviour, the mid-day supervisors will refer the matter to the senior mid-day supervisor who may refer the matter to the head of school, deputy or head teacher.

Pupils' Conduct Outside of School

School staff will discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity.

Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case by case basis in partnership with parents. Criminal behaviour will be reported to the community police.

Our Rewards

Class Dojo

- Dojo points are for good behaviour. These are given on the iPads or as small tickets if no iPad is available.
- If a child has been given 50 Dojo points they will receive a bronze sticker and certificate. When children reach 100, they will receive a silver sticker and certificate. If a child reaches 150, they will receive a gold sticker and certificate. At the end of each term, the golden children will receive a reward as a group. The points will then be re-set for the next term.
- The class who receive the most Dojo points in a week will receive an extra break. This should be taken in the afternoon and limited to 15 minutes.

House Points

- House points are used for good work.
- Each class will keep a record on the wall in the form of a laminated sheet, divided into four sections.
- The House Points are added up and the House Cup is awarded to the winning House each week in Going for Green assembly.
- At the end of terms 1, 3 and 5 there will be a house afternoon where all pupils meet in their houses. In terms 2, 4 and 6, there will be a house afternoon where the winning house will receive a prize.
- An extra break will be awarded to the class with the most house points at the beginning of the week. This should be taken in the afternoon and limited to 15 minutes.

Values Certificates

Blank certificates are in the office and staff should complete one per week and bring it to the Values Assembly. In EYFS and Key Stage One, parents are invited to the Values Assembly. Pupil nominations need to be emailed to the office by Wednesday lunchtime every week so that they can inform the parents of the nominee and they can attend the assembly in the following week. The nominated child should receive a certificate which shows which value they have been recognised for.

Golden Time

Is a whole class reward that is earned throughout the week to promote a sense of community. It takes place on a Friday afternoon from 2.30-3.00pm. Once awarded to the class, Golden Time cannot be taken away.

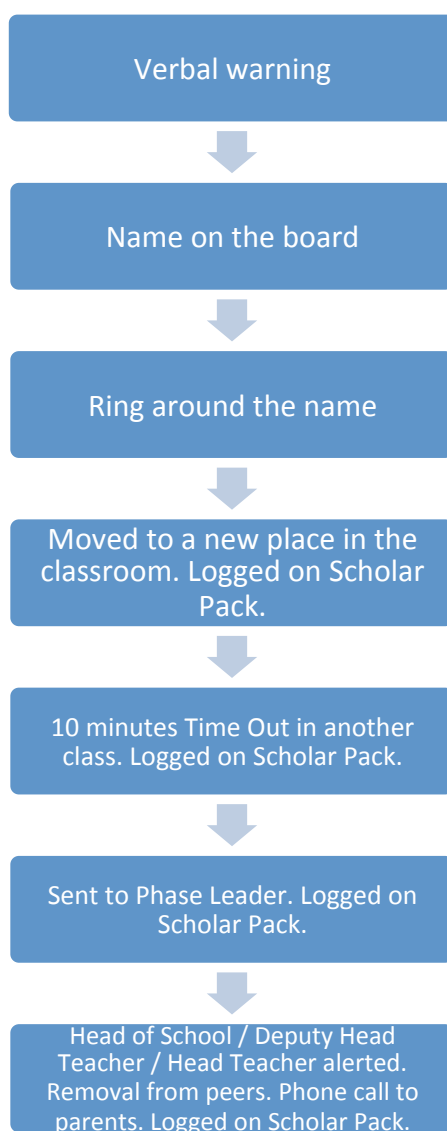
It must be a controlled time in which the children could, for example, be allowed to play educational games, watch a short DVD, play party games, etc. **It is ESSENTIAL that each class teacher ensures that this is a fun session – one that children will not want to miss.**

Other Class Rewards

There may be other reward systems in place to suit the class eg Marbles in the Jar, Table Points, stickers, raffle tickets etc. These are at the discretion of the class teacher. Rewards should be a small token of appreciation and be proportionate to other school rewards.

Our Sanctions

Consequences for Inappropriate Classroom Behaviour



Pupils whose behaviour is causing concern should also be logged on My Concern and SENDCO advice should be sought at the earliest opportunity. The SENDCO may begin the Routes2Inclusion Assessment materials to begin to ascertain any factors that may be impacting on the pupil's behaviour.

When arriving at a decision about an appropriate sanction, staff might find it useful to consult the Response Guidance (see appendix1).

Detentions

Children may be kept in for detention at playtime or lunchtime. This may be for:

- Inappropriate behaviour at a previous break time or lunch time; or
- the teacher wishes to have a quiet word with them about their behaviour; or
- they have not done enough work and need to catch up.

In these instances, the detention is arranged with another class or supervised by the **class teacher**. If the teacher is on playground duty, they should use their classroom teaching assistant to facilitate this.

At Rosslyn, we acknowledge that some pupils have a range of complex needs and as such may not respond to a rigid sanction system. In these situations, staff should exercise professional judgement and use bespoke approaches that meet the pupil's needs. Staff should consult with the SENDCOs for further advice where appropriate.

Further Consequences

Seriously unacceptable behaviour disrupts the orderly running of the school and will not be tolerated.

For example: violence and aggression; swearing and abuse; endangering self and others, absconding, damage to school property, malicious allegations against school staff and persistent refusal to follow an adult's instructions all constitute seriously unacceptable behaviour.

In the event of a seriously unacceptable offence, the pupil can be immediately referred to the Head of School, Deputy Head Teacher or Head Teacher.

They will use the following sanctions:

- Detention at lunchtime.
- Placing the pupil 'on report' through the use of a Behaviour Passport and weekly reporting to the Deputy Head Teacher.
- Withdrawal of privileges.
- After school detention.
- Isolation for a part or full day.
- Education off-site at another school within the Transform Trust.
- Fixed term exclusion.
- In extreme cases, permanent exclusion.

Fixed Term Exclusion

Decisions about fixed term exclusions are made on a case by case basis. The particular circumstances, the severity of the misdemeanour and the child's prior behaviour history are all taken into account.

Should a pupil's behaviour be giving sufficient cause for concern that it has reached the attention of the head or deputy head teacher, they consult:

- the behaviour logs
- Evidence from witnesses in the event of a severe incident
- the fixed term exclusions tracking document

The decision to exclude a pupil from school for any period of time is never taken lightly. For this reason, the decision is taken following consultation between at least two but usually three of the following: the Head Teacher, the Deputy Head Teacher and the Heads of School. The judgement about whether to exclude a pupil, and for how long, is made taking into account:

- the age of the child
- the child's behaviour history
- the severity of the misdemeanour
- the appropriateness of the sanction
- prior sanctions

It should be noted that any severe incident which threatens the safeguarding of any pupil could result in a fixed term exclusion, even if the pupil involved has no prior history of poor behaviour. Consistency is maintained by ensuring all records are kept up to date and referenced before any decision is made. The joint decision-making process includes a level of professional challenge to ensure pupils' advocacy and so support fairness and equality.

A fixed term exclusion may last up to 15 days in any term. The head teacher excludes a child by writing to the child's parents, the Chair of Governors, and to the Admissions and Exclusions department of the Local Education Authority. The Transform Trust will also be notified. This letter will state the number of days that the exclusion will last and the time the exclusion begins. Work is set by the class teacher for the child to complete during the exclusion period.

When the exclusion ends, the pupil, parents/ carers, inclusion leader, and deputy head teachers or head teacher meet to reintegrate the child into school and agree steps and reaffirm expectations to improve the child's behaviour. Following a fixed term exclusion, part-time attendance can be used, at the head teacher's discretion, as a step towards full reintegration until the pupil has demonstrated a sustained improvement in their behaviour and attitude.

Parents must attend the reintegration meeting before a child can return to school after any fixed term exclusion.

Permanent Exclusion

In exceptional circumstances, the head teacher will inform the school governors that a permanent exclusion of a pupil should be considered.

Within 15 days of the notice to permanently exclude, a Discipline Committee, comprising of three governors, meet with the family, the head teacher and a Local Authority representative to ask questions about the exclusion and present any reports.

At the meeting, the governors will decide either to support the permanent exclusion, informing the Education Officer that in their opinion the child should not return to the school, **or** to instruct the head teacher to accept the child back into school.

During an exclusion process, the child remains a pupil of the school until such time as the Discipline Committee confirms a permanent exclusion. The school and the class teacher should continue to set and mark work for the pupil.

EYFS/KEY STAGE ONE

All classes use:

- Red, yellow and green display with mini photographs of the children
- Red thinking cushion
- Sand time
- Individual sticker charts

In Class Consequences (EYFS):

Refusal to conform to class rules and instructions:

1. Verbal warning.
2. Child's photograph is moved onto the yellow.
3. 'Thinking time' in the classroom –child sits on the red thinking cushion with the sand timer for 5 minutes.
4. Child's photograph is moved onto the red. Sent for 'thinking time' in another EYFS classroom - child sits on the red thinking cushion with the sand timer.
5. Child taken to the EYFS / Key Stage One Head of School.

All children should start the morning and afternoon sessions on the green.

At point 3 the behaviour will need to be logged on Scholar Pack.

Rewards

- Children will be rewarded with stickers for good work, positive behaviour etc. The children will collect their stickers on a chart. Full sticker charts will be acknowledged in assembly on Friday.
- One child from each class will be selected to receive a certificate for good work, positive behaviour etc. Learning Powers Awards in EYFS and Key Stage One link to Rosslyn's Values.

Keeping Records

All staff will use Scholar Pack to log incidents of poor pupil behaviour. When they reach point 4 on the behaviour system, the behaviour will be tracked. The SLT will review this information monthly to target children who need intervention. The school SEMH Group will review provision on a weekly basis for those pupils causing significant concern.

Physical Intervention

All school staff have the power to use reasonable force to prevent pupils from committing an offence; injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Trained staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent, for prohibited items which may include:

- Knives.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.

- Pornographic images.
- Any article that has been used or is likely to be used to commit an offence, personal injury or damage to property.

Any search undertaken by staff will be carried out by two members of staff of the same sex as the child, in line with the school's safe guarding policy.

Key staff are trained in safe and appropriate methods for physically intervening if a child's behaviour warrants it. Occasions in which a child has to be handled are extremely rare, but they do happen and parents are immediately informed if such an incident has taken place. Incidents of physical intervention need to be recorded. Forms for completion and completed forms are kept in a file in the Office. This is outlined in the Physical Intervention Policy.

DAILY REPORT FORM

Child's name _____ **Class** _____ **Date** _____

Behaviour Target: <i>To comply with instructions politely.</i>		
Target Score: <i>Minimum of 8/10 each session</i>		
Session	Comments (if necessary)	Points
8.55-10.30		
Break	SLT signature:	
10.45-12.20		
Lunch	SLT signature:	
1.10 - 3.10		
Teacher's signature (and further comments):		



Detention Slip

Name _____ Class _____

Date _____

Reason _____

Staff _____



Detention Slip

Name _____ Class _____

Date _____

Reason _____

Staff _____