



THE RADSTONE
Primary School

Behaviour Policy

**Adoption by Local
Governing Body**

Signed:

The Radstone Primary School

Date:

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Behaviour Policy

Introduction

At The Radstone Primary School we aim to positively promote good behaviour. We recognise the role of school in providing a safe and ordered learning environment for all pupils, and in educating pupils about appropriate behaviours and social expectations. Our policy is underpinned by the statutory DfE guidance within 'Behaviour and discipline in schools', January 2016. We therefore set out clear expectations for all concerned which set high standards. Rules, rewards, expectations and consequences are made clear and applied with consistency throughout the school to promote good behaviour.

We aim to foster positive behaviours and provide an environment in which everyone can demonstrate the skills and values we aim to embed. These values are linked to the British Values set out by central government, but aim to offer a broader range of principles.

Principles:

The basic underlying principles of our behaviour policy are as follows:

- All children have the right to be safe.
- All children have the right to enjoy their education.
- All children have the right to participate in school life.
- All children have the right to learn in an environment free of disruption and aggression.
- All teachers have the right to teach in an environment free of disruption and aggression.
- Quality learning and teaching can only take place in a well-ordered and purposeful environment.
- That consistency in expectations and implementation of the policy is key to its success.

The Aims of the Behaviour Policy

- To ensure children are safe and enjoy school.
- To develop a caring, purposeful and positive learning environment where teaching and learning can take place.
- To motivate children towards learning, be ambitious and enable them all to improve on their personal best.
- To promote self-esteem and self-discipline, self-respect and respect for everyone in the school community.
- To encourage good behaviour and attitudes.
- To ensure that everyone knows what behaviour is expected of them.
- To encourage children to take responsibility for their behaviour and learning, promoting age appropriate independence.
- To nurture children's ability to self-regulate and develop the emotional resilience necessary to deal with everyday problems.
- To identify and effectively support pupils with significant behaviour difficulties, working alongside external agencies as appropriate.
- To prepare pupils for living purposeful future lives.

How We Encourage Good Behaviour

At TRPS we want our children to feel that they have a personal investment in the running of the school. This in itself helps to promote good behaviour and we feel that to promote it further children need:

- To know what they are required to do
- To have goals to aim towards
- To be praised, supported and encouraged constantly and effectively
- To have clear expectations about their work and behaviour
- To take responsibility and be involved in decision making

As adults we:

- Recognise and highlight behaviour as it occurs
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents/carers know about their child's good behaviour
- Model the level of respect and behaviour that we expect from the children

At all times we believe that positive reinforcement is the best way to achieve good behaviour and we have several systems set up in school to accomplish this. We have a clear set of routines around the school so everyone knows what is expected of them at a given time. The school expects every member of the school community to behave in a considerate way towards others. Good behaviour will be defined carefully by example, as well as through assemblies, PSHE and other classroom discussions. Children will be helped to understand that compassion, kindness, respect, politeness and truthfulness are qualities to which they should aspire.

Children are helped to recognise examples of good behaviour at all times and we feel it is important for children to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions.

TRPS Golden Rules

We have five simple school rules which we expect every member of the school to do their best to uphold:

At TRPS, we try our best to:

- Be respectful
- Be kind
- Be fair
- Be truthful
- Be ready to learn

All staff will teach, encourage, promote and model good behaviour. To achieve this, the positive behaviour we wish to encourage and develop is explained, demonstrated and reinforced throughout every aspect of school life.

For example:-

- Good manners and politeness
- Respect - for others, the building and equipment
- Listening to others
- Self-control
- Behaving in an orderly manner
- Truthfulness
- Good working habit
- Good team working, co-operation and collaboration
- Patience
- Tolerance and understanding of others
- The ability to express an opinion appropriately
- The ability to reconcile any differences
- A sense of calm
- Personal tidiness and self-organisation
- Care for the environment both inside and outside.

The Curriculum

Our rich and broad curriculum and teaching approaches promote good behaviour by giving opportunities for:

- Collaborative and co-operative work.
- The discussion of personal, health and social matters.
- Discussion and promotion of moral values.
- Discussion and the chance to listen to the views of others.
- PSHE and RE themes which promote a clear sense of right and wrong; understanding and tolerance of different beliefs and cultures.
- Specific anti-bullying work – done in each year group
- Off site visits which encourage and help pupils to understand requirements of appropriate etiquette, conduct and behaviour in different settings.

Partnership with Parents

We view parents as important partners in establishing, improving and maintaining good behaviour. If we have concerns about a child's behaviour, we will share them with parents as soon as possible in order to work constructively together to nip a problem in the bud. If there is a pattern of poor behaviour, we will seek to discuss and understand underlying issues, and agree strategies to use at school and home in a clear and transparent manner to support improved behaviour together. Importantly, we acknowledge that we are models for the behaviour we want to see in children at all times.

Parents can help by:

- Recognising that an effective behaviour policy requires close partnership between parents, teachers and pupils
- Celebrating children's learning and achievements
- Discussing our school rules with their child, emphasising their support for them and assisting when possible with their enforcement
- Encouraging children to be independent (age appropriate)
- Attending Parents' Meetings and by developing informal contacts with the school
- Remembering that staff deal with behaviour problems patiently and positively acknowledging that as adults we are all models for the behaviour we want to see in children at all times.

Additional Support for pupils

Learning Support Assistants may be allocated to provide additional support and work on programmes of support for children with a range of social and emotional needs. Children who evidence regular, poor behaviour may be referred to the SENCO by class teachers by completing a referral form. Behaviour Support Plans may be put in place that will outline a consistent plan of support for the individual as well as clear expectations. In some cases, external agencies may become involved with the family if appropriate. Further assessment of need will then often take place.

Programmes of support for children will always be agreed with parents and progress and achievements shared.

Rewards

Rewards are important so that good behaviour is seen to have recognition. At TRPS, rewards include:

- **Dojos** – these recognise a child’s effort, application, progress or quality of learning within the classroom. Merits may be issued to individual pieces of work / achievement.
- **Headteacher Awards** – discretionary for notable additional effort / acts as well as when receiving a ‘Golden Letter’ following nomination by teachers, being recognised for specific efforts and invited to the Headteacher Tea Party. (A pupil from each class in KS1/ KS2 alternate weeks)
- **House Points** – earned by being a good role-model both in and out of school; by representing the school at an event; entering House Competitions; showing great team work or working well collaboratively. These points contribute to the House Cup at the end of the year.
- **Assemblies** – achievements, certificates and awards (both in and out of school) are celebrated in assemblies.

‘Dojos’

ClassDojo is an online behaviour management tool for the classroom that we use at TRPS. Each pupil has a profile – complete with their own avatar – to which teachers can assign positive points (dojos) throughout the day. The programme can be operated by a teacher from their computer or tablet, and each time they award a point an (optional) sound plays to alert the class.

This information is then recorded on pupils’ profiles so that it can be reviewed throughout the year. Parents also have logins so that they can view their child's achievements in their learning from home. Below are some example areas that we recognise as worthy of Dojos and House Points:

Dojos	House Points
Showing Initiative	Kindness
Perseverance	Fairness
Great Listening	Being Respectful
Great Focus	Being Helpful
Being Organised	Good Manners
Behaviour Role Model	Role-Modelling Good Behaviour
Excellent Effort	Teamwork
Quality Work	Being an Ambassador
Individual Progress	Representing the School

Dealing with Inappropriate Behaviour

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is: Your behaviour is your responsibility.

To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies. We believe that every member of the TRPS community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.

There are times in every classroom when children may create low level disruption for others. These behaviours are always addressed and children are reminded about the expectations and encouraged to 'Stop, think, make the right choice'.

Behaviour which is deemed unacceptable

We must all work actively together to discourage the behaviour that we do not wish to happen:

- Disrespecting others / insolence
- Bad language
- Prejudicial words towards others (in conjunction with our Anti-Bullying Policy)
- Deliberately disrupting learning for others
- Defiance
- Violence / fighting
- Theft / damage to property
- Inappropriate behaviour (illicit substances / materials / sexualised behaviour)
- Truancy
- Peer on peer abuse (including, but not limited to: Physical and sexual abuse; sexual harassment and violence; emotional harm; on and offline bullying and teenage relationship abuse).

The school also has a remit to address poor behaviour outside of the school site and on the way to and from school.

Consequences

Our approach to behaviour encourages children to be responsible for their choices and decisions. Children need to know what is expected of them and realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers.

When presenting poor behaviour, children will need to be aware of what possible consequences there are. It is important that the consequence is relevant and proportionate to the 'crime' but may include:

- withdrawal of privilege
- moving to sit alone for a period / 'cool off' time
- removal to another class for a period of time
- letters of apology
- completing work unfinished as a result of poor behaviour
- clearing up if behaviour has involved disrespect of property / environment
- paying for damaged items / property as a result of poor behaviour
- detention
- internal exclusion from the class / year group for a period of time
- exclusion from lunchtimes at school
- exclusion from school– fixed term / permanent

Parents are always informed of serious incidents or ongoing behaviour concerns.

Ladder of Consequences EYFS:

Stage	Consequence
Pre-1	<p>Initial verbal reminder of expectations is given to an individual or group. If behaviour continues, a second reminder is given and it is explained that if they are reminded about their behaviour again (a third time), their name will be paced on the 'Thinking Rainbow' (and they will be at Stage 1/Green).</p>
1	<p>Green</p> <p>If behaviour continues and a third reminder is required, child's name is written on the 'Thinking Rainbow' and they have now reached Stage 1. At this stage the child may be held back for a few minutes at the start of break/lunch to discuss behaviour.</p> <p>At this stage inappropriate behaviour may include talking at inappropriate times, distracting others, being unkind, rough play, not following instructions etc.</p>
2	<p>Yellow</p> <p>This stage could be reached on the same day that Stage 1 has been reached (if Stage 1 behaviour has continued and three further reminders have been given) or could be 'jumped to' on a different day (if Stage 1 has been reached for the same reason a couple of days in a row or if behaviour is deemed serious enough). At this stage child's name is moved to the 'Calming Cloud'.</p> <p>Inappropriate behaviour at this stage may include not listening to or ignoring adults, repeated rough play, swearing, aggressive behaviour towards others, deliberately upsetting others etc.</p> <p>At this stage there will be sanctions in school which may include losing 5 or 10 minutes of break or lunch time and parents will be informed at end of day (or over the phone where this is not possible). This will be logged on Arbor.</p>
3	<p>Orange</p> <p>Stage 3 could be reached if behaviour from Stage 2 has continued/become an ongoing issue.</p> <p>It can also be reached if there is violence, fighting, stealing, defiance, inappropriate behaviour, damage to school property or bullying.</p> <p>At this stage the Deputy Head is informed and leads on appropriate sanctions which may include internal exclusion and/or loss of privileges (including time from lunch and/or break and, if deemed serious enough, possible exclusion from trips/visits).</p> <p>All Stage 3 behaviour is followed up by a phone call home and/or a meeting with parents.</p>
4	<p>Red</p> <p>Stage 4 could be reached if behaviour from Stage 3 continues or if there is a case of extreme inappropriate behaviour.</p> <p>At this stage the Headteacher is involved and meets with parents. Consequences may include internal or external exclusion from lunch time play or the rest of the year group. There is also the possibility of a fixed term exclusion.</p>

Ladder of Consequences KS1 and KS2:

Stage	Consequence
Pre-1	<p>Initial reminder is given about behaviour expectations. This may be individually or as a group.</p> <p>If behaviour continues, a second reminder is given and it is explained that if they are reminded about their behaviour again (a third time), they will be at Stage 1/Green.</p>
1	<p>Green</p> <p>If behaviour continues and a third reminder is required, the child has now reached Stage 1 and a 'Stage 1 Behaviour Card' is given (KS2 only). At this stage the child may be held back for a few minutes at the start of break/lunch to discuss behaviour.</p> <p>At this stage inappropriate behaviour may include talking at inappropriate times, distracting others, being unkind, rough play, not following instructions etc.</p>
2	<p>Yellow</p> <p>This stage could be reached on the same day that Stage 1 has been reached (if Stage 1 behaviour has continued and three further reminders have been given) or could be 'jumped to' on a different day (if Stage 1 has been reached for the same reason a couple of days in a row or if behaviour is deemed serious enough). A 'Stage 2 Behaviour Card' is given to the child (KS2).</p> <p>Inappropriate behaviour at this stage may include not listening to or ignoring adults, repeated rough play, swearing, aggressive behaviour towards others, deliberately upsetting others etc.</p> <p>At this stage there will be sanctions in school which may include losing 5, 10 or 15 minutes of break or lunch time and parents will be informed at end of day (or over the phone where this is not possible). This will be logged on Arbor.</p>
3	<p>Orange</p> <p>Stage 3 could be reached if behaviour from Stage 2 has continued/become an ongoing issue. A 'Stage 3 Behaviour Card' is given to the child (KS2).</p> <p>It can also be reached if there is violence, fighting, stealing, defiance, inappropriate behaviour, damage to school property or bullying.</p> <p>At this stage the Deputy Head is informed and leads on appropriate sanctions which may include internal exclusion and/or loss of privileges (including time from lunch and/or break and, if deemed serious enough, possible exclusion from trips/visits).</p> <p>All Stage 3 behaviour is followed up by a phone call home and/or a meeting with parents. This will be logged on Arbor.</p>
4	<p>Red</p> <p>Stage 4 could be reached if behaviour from Stage 3 continues or if there is a case of extreme inappropriate behaviour. A 'Stage 4 Behaviour Card' is given to the child (KS2).</p> <p>At this stage the Headteacher is involved and meets with parents. Consequences may include internal or external exclusion from lunch time play or the rest of the year group. There is also the possibility of a fixed term exclusion. This will be logged on Arbor.</p>

Playtime / Lunchtime:

At morning and lunch break, supervising members of staff can ask children to have a few minutes of 'time-out' if they feel that inappropriate behaviour has been displayed. This is then reported back to the class teacher who will decide whether the child needs to be put on the ladder of consequences (and if so, at which stage). A senior member of staff will be called for if behaviour on the playground is deemed unacceptable.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Exclusion from maintained schools, academies and pupil referral units in England (DFE, September 2017). We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion; the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion; and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. 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, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Local Academy Board (LAB). The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the LAB about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The LAB itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The LAB will convene a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the LAB.

When an appeals panel meets to consider an exclusion, they 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 LAB's appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug and Alcohol Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will result in a fixed-term exclusion. If the offence is repeated, the child may be permanently excluded, and the police and social services will be informed.

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Behaviour Outside of the School Site

The Department for Education has issued all schools with regulations on managing pupils' behaviour outside of the school site and outside of school hours. At TRPS, children are subject to the behaviour policy outside of the school site and outside of school hours. Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours. By sharing our policy with you, our community, we believe we can work together to ensure the healthy growth and development of every child.

Record Keeping

When more serious incidents of poor behaviour occur (defiance, aggression (verbal or physical), directed bad language, vandalism, stealing, bullying, racism) then teachers record the incident. Parents are notified by phone call or a meeting if a behaviour incident has occurred that warrants recording. For pupils on a Behaviour Support Plan, individual behaviour logs are kept.

All exclusions are reported to the Local Authority, in line with the Northants Exclusion Policy and statutory DfE guidance (see attached links).

Equal Opportunities

At all times we will ensure that all children are treated fairly and equally. We will ensure that there is no prejudice or bias in our policy or the way we deal with rewards or consequences.

Use of Restraint

Restraint is a last resort and only used when absolutely necessary: The Education Act 1996 forbids corporal punishment but permits staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

Where a child is seriously disrupting a lesson and refuses to leave the classroom, a minimum level of physical force may be used to remove the child from the classroom. The child should be taken to the nearest appropriate safe place away from other children. Staff are guided not to use restraint unless they have received training and should seek support from senior / trained staff in accordance with the Positive Handling Policy. Where staff have been required to restrain a child, parents are informed and this is recorded on a 'Positive Handling Form'.

Key resources:

- **'Behaviour and discipline in schools'** Advice for headteachers and school staff
January 2016
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools -
A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- **'Exclusion from maintained schools, academies and pupil referral units in England'**
Statutory guidance for those with legal responsibilities in relation to exclusion
- September 2017.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831 Exclusion Stat guidance Web version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Associated resources:

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
4. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

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