



## Radley CE Primary School & Foundation Stage Unit

Jesus said, I come to give life - life in all its fullness

### Behaviour Policy

#### Ethos

We are a welcoming Christian community, whose values of Relationships, Resilience and Respect underpin our behaviour to one another. It is a primary aim that every member of the school community feels valued and respected, and each person is treated fairly and well. This policy has been developed to ensure it contributes to the school fulfilling its Vision Statement, promoting an environment where everyone feels happy, safe and secure and can achieve their personal best.

This Behaviour Policy is intrinsically linked with, and informed by, other school policies including the:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Early Years Behaviours for Learning Policy
- Equality and Social Inclusion Policy
- Online Safety Policy
- Special Educational Needs Policy
- Worship Policy

At Radley CE Primary School measures are taken to create and promote an inclusive culture. The aims and approaches used are clearly established through our Equality and Social Inclusion Policy.

#### Rights and Responsibilities

We use the concepts of rights and responsibilities in making choices about all behaviour, believing these extend to all adults and children in our school community. Over-arching all the rights and responsibilities, is the need for all to be shown understanding and consideration by others.

##### Rights

- To feel safe
- To be listened to
- To learn
- To make mistakes

##### Responsibilities

- To think and act in a way that keeps us and others feeling safe
- To listen to and value the thoughts and feelings of everybody
- To be prepared for learning
- To enable others to learn
- To admit and put right our mistakes
- To ask for help and learn from our mistakes
- To allow others to make mistakes

#### Learning and Teaching

We believe an appropriately structured curriculum coupled with effective learning contributes to good behaviour. To achieve this, lessons have clear objectives which are understood by the children, differentiation is in place within the teaching to meet the needs of different children and good feedback is given.

## **Positive Behaviour Management and Celebrating Success**

We focus on the positive things that children do and reward this through a variety of different techniques. Our successful learning environment is reinforced through:

### **Positive reinforcement of good behaviour**

This is the bedrock of the school's ethos. Good listening skills, good learning attitudes or kindness shown to others is praised by members of staff, including behaviour seen on the playground. Good work or actions may also be celebrated by a child being commended to a wider audience including the head and Deputy, for example showing their work, or a discussion of their actions.

### **Merit System**

Children in KS1 and KS2 are awarded merits by teachers and other adults for progress in work or behaviour, leading to the award of certificates given in whole school assemblies.

### **Displays**

Children's work is celebrated through display and previous learning can be referred back to. Displays are also used to reinforce our values.

### **Celebration Worship**

This takes place each week and is led by the School Council. Children celebrate their learning and a Star of the Week certificate is awarded to a child in each class for effort and achievement.

## **Dealing with negative behaviour**

Consistency in dealing with negative behaviour is key across the school, and we regard negative behaviour as everyone's responsibility. We only speak about the behaviour and not the child, as a key element of any effective behaviour management policy is maintaining the self-esteem of the child and positive relationships. The language of choice is used. Our policy involves working with a child to stop negative behaviour before it escalates. We do this in a number of ways:

- Positive praise and clearly understood incentives
- Non-verbal gestures – a quick look, staff position in the classroom
- Praising another child in the class displaying the desired behaviour
- Having a quiet word with the child
- Giving the child a choice about their behaviour. Eg '\_\_\_\_\_, you have a choice. You can stop calling out and continue your learning with the rest of the class, but if you continue to disrupt others learning you will be on 'yellow' (see Appendix 1) and will miss 3 minutes of your playtime to catch up on work you are missing / think about effect of what you are doing is having on other children's learning.'
- Asking the child to come out of a situation, where an adult has seen a poor behaviour may be building up (distraction)
- Providing a visual aid eg timer to help the focus on a task
- Provision of fiddle toys
- Moving the child to a different place in the classroom

## **Sanctions**

Adults teaching and supporting learning, use the language of choice giving calm reminders of the choices pupils face and children are praised for making a good choice.

There is a clear hierarchy of sanctions used across the school where behaviour falls below the expected standard and where it impinges on the learning of the individual and/or others in the class. This is termed the **Traffic Light System**, and can be found as Appendix 1. The children are aware of the ladder of sanctions and have participated in discussions around our dealings with unacceptable behaviour.

The class teacher is the central person in the behaviour management of children. When a consequence is used by another member of staff, the child's teacher is informed as soon as possible. Each class keeps a Class Behaviour File. This is monitored at least termly by the Headteacher for any causes of concern and so that any patterns of behaviour can be analysed and appropriate support put in place.

## **Behavioural, Emotional and Social Difficulties**

Some children in school will have Social, Emotional and Mental Health difficulties and others may exhibit negative or inappropriate behaviours owing to conditions such as Autistic Spectrum Disorder (ASD) or Attention Deficit and Hyperactivity Disorder (ADHD) and will thus be identified as having a Special Educational Need. Their behaviour may be managed by a Behaviour or Individual Support Plan (ISP) which may include different strategies from those within this policy.

## **Lunchtimes**

We focus on the positive things that children do and there is positive verbal reinforcement of kind behaviour on the playground reward. Our successful playtime environment is reinforced through the positive reinforcement of good behaviour. Should a child make a poor choice on the playground, the language of choice is used with the child, and the child given the opportunity to behave appropriately, and our policy involves working with a child to stop negative behaviour before it escalates.

The traffic light behaviour management system is also used on the playground and a child reaching 'Yellow' on the playground will be given 'time out' for 3 minutes, before being allowed to resume playing with other children. 'Orange' results in 5 minutes 'time out' and at 'Red' the Headteacher or Deputy is called for.

## **Restorative Justice Approach**

Where unacceptable behaviour has occurred children are expected to reflect on their actions at an appropriate time with an adult, and consider how best they can rectify any harm or injustice which has taken place. This process of Restorative Justice explores what needs to happen to make things better for all concerned, and may involve an apology as well as other actions to put things right. (See Appendix 2)

## **Use of Reasonable Force**

Members of the school staff are able to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order in the classroom.

Reasonable force can be used to:

- Remove a disruptive child from the class where they have refused to follow an instruction to do so
- Prevent a child from behaving in a way that disrupts a school event or a school trip or visit
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another pupil, or to stop a fight.
- Restrain a child at risk of harming themselves through physical outbursts

Acts of force are recorded, where it is necessary for one to have been used.

Staff do not require parental consent to apply reasonable force on a pupil, but parents or carers are informed if this has taken place. It is always unlawful to use force as a punishment.

## **Fixed or Permanent Exclusions**

If it is necessary to exclude a child, the school will refer to guidelines and procedures established by Oxfordshire County Council.

## **Bullying**

We take any reports of bullying seriously, working with both the victim and the aggressor to resolve disputes. We will involve parents in monitoring any problems, working to ensure our objectives regarding the rights of everyone at Radley to feel happy and safe, are maintained. Please refer to our Anti-Bullying Policy for details of how we achieve this.

## **Parents and Carers**

We aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are communicated via school newsletters, through this Behaviour Policy which is on the school website and the Home/School agreement. We ask parents/carers to sign the Home School Agreement and to support the school's behaviour framework using the same language

We ask all parents/carers to support their child's learning and to co-operate with the school. We value our positive relationships with parents and carers and will always work hard to maintain them. We will always inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents and carers support the actions of the school. If parents or carers have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak to the headteacher.

Date of review: March 2021

Date of next review: March 2024

## Appendix 1 – Traffic Light Behaviour Management System

The school's 'Traffic Light' system of behaviour management operates throughout the school day in Key Stage 1 and Key Stage 2, both inside the classroom and outside on the playground.

### **Green - All children begin each session on 'Green' - ready to learn**

**Yellow - Level 1 Behaviour** includes, but is not limited to: *Calling out without hand up on more than one occasion within a lesson / Disruptions during lessons, such as silly noises / Inappropriate physical play / Leaving their seat without adequate reason / Saying unkind things to another child / Passing inappropriate messages / Using equipment inappropriately.* A yellow warning results in 3 minutes loss of playtime and a record is kept on a 'running record' sheet in the Class Behaviour File.

**Before a child is given a yellow warning, the language of choice is used, and they are invited to make a good choice in terms of their behaviour.**

If children display 'Yellow' behaviours frequently the teacher will try a range of strategies, recording evidence in the Class Behaviour File and monitoring the behaviour to check if any patterns can be identified, checking with the SENCo and/or Headteacher, as appropriate. Teachers also think carefully about the teaching and learning provision working with the child to eradicate or at least minimise such behaviour, including the use of Home / School Report cards as a strategy.

**In line with our positive behaviour approach, each new session in the day is a new beginning, and the child's behaviour is not usually referred to in the next session.**

### **Moving up the Traffic Light System to Orange (Level 2 Behaviour)**

This behaviour includes: *Repetitive or frequent instances of any of the 'Yellow' behaviours (Level 1) and also: Not completing work due to poor behaviour / Refusal to follow instructions / Physical damage to school or someone else's property*

**Before a child is given an orange warning, the language of choice is used, and they are invited to make a good choice in terms of their behaviour** If the above behaviour supervised 'time out' takes place as a consequence for 10 minutes. This behaviour is recorded on an incident sheet and held in the Class Behaviour File. Class teachers contact parents as soon as possible after the first or second such incident to try to prevent any repetition of these behaviours, and this conversation is noted on the incident sheet and dated. Parents/carers may also be asked to attend a meeting to discuss their child's behaviour with the class teacher / Headteacher or SENCo.

**In line with our positive behaviour approach, each new session in the day is a new beginning, and the child's behaviour is not usually referred to in the next session.**

### **Moving up the Traffic Light System to Red (Level 3 Behaviour)**

If, on the child's return to the classroom following supervised 'time out' there is a further incident the Head or Deputy comes to work with the child. The child completes any work missed at break or lunch time. The child's incident sheet is annotated to include their move to 'Red', and the behaviour described. The incident sheet is held in the Class Teacher's File. The child's parents / carers are informed that the child has had an incident of 'Red' behaviour either by the Class Teacher, Headteacher or SENCo. This conversation is recorded on the incident sheet. If disruptive behaviour continues, in conjunction with the SENCo, the child may have a Behaviour Support Plan drawn up to support them.

**In line with our positive behaviour approach, each new session in the day is a new beginning, and the child's behaviour is not usually referred to in the next session.**

- There may be times when this hierarchy is replaced by other, more immediate measures for example where there is a concern for safety, or because of the severity of what has happened.
- In cases where children experience behavioural, emotional or social difficulties their behaviour may be managed by a Behaviour or Individual Support Plan (ISP) which may include different strategies from those within this policy.

## Appendix 2 – Restorative Justice Approach

### Restorative Justice Process

The five steps of the Restorative Justice process followed when responding to a child who has harmed others (whether physically or verbally) are:

- **Step 1:** Tell the story - What has happened? Start from the beginning... What happened just before that?\*
- **Step 2:** Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?
- **Step 3:** Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?
- **Step 4:** Needs – What do you need in order to find closure? What do you need to move forward?
- **Step 5:** What next? What do you think will make things better? What needs to happen?

\*Children may initially do this on a reflection form, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, consequences etc.)