

Behaviour policy

2024 - 2025

School ethos

This policy has been written for staff at Rotherfield Primary School to set out the expectations and standards of behaviour for our pupils around the school and in the classroom. This policy should be read alongside our teaching and learning, Safeguarding and SEND policies.

We want the best for all Rotherfield pupils and aim to work together to help in growing futures by preparing all children for the next stage of their lives.

Our school aims to provide:

- a rich and diverse learning experience
- a safe, inspirational environment where children can flourish
- high standards of teaching and high levels of attainment

Our behaviour approach can be summarised with the words: Ready, Respectful and Safe (RRS)

Aims/principles of the behaviour policy

The aims of this policy are:

1. To create a culture of high expectations and exceptionally good behaviour for learning.
2. To provide consistency and clarity for staff, pupils and parents on our approach to behaviour and our understanding of RRS
3. To ensure that all learners and staff are treated kindly, fairly and shown respect.
4. To ensure all adults understand their role in setting the climate for positive behaviour
5. To help learners take control over their behaviour and to be responsible for the consequences of it.
6. To reward positive behaviour and employ clear consequences and restorative sanctions where necessary in order that children to develop an intrinsic sense of responsibility.
7. To ensure that where it does not impact the safety of pupils and adults, we avoid suspensions/exclusions.

This policy is underpinned by the following:

- Evidence from research such as the Education Endowment Foundation: 'Improving Behaviour in schools' report.
- DFE (2018) Mental Health and behaviour in schools
- Trauma informed practice and the effects of Adverse childhood experiences e.g. (When the adults Change by Paul Dix)
- Work with the trauma informed Islington organisation ITIPS

General principles and expectations

These core expectations underpin our behaviour approach. All staff and pupils are expected to embody and demonstrate these core values; we believe that adherence to these will lead to a rich learning experience, high achievement and excellent behaviour for all pupils.

- **Good relationships matter**

Knowing and understanding individual pupils well is the key to developing a positive behaviour environment. We believe that a focus on developing good relationships will ensure that pupils feel valued and supported and therefore will be less likely to misbehave. Staff should develop intentional practices to cultivate a positive relationship with every student in order to build confidence and trust.

- **Consistency of approach**

We believe that consistency and coherence at a whole school level are paramount. We are committed to ensuring that all staff including teaching assistants, receptionists and lunchtime staff are trained to ensure key behaviours are applied consistently.

- **Teach learning behaviours**

"You own your own behaviour." We believe that pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills will be less likely to misbehave in school. It is our aim to embed the explicit teaching of learning behaviours in order to raise awareness amongst pupils of the need to recognise and manage their emotions and reactions.

- **Calm and compassionate**

Staff understand that they are the adults in any given situation in school, that they are dealing with young children and behave accordingly. They remain calm and composed, not raising their voices, or engaging in 'tit for tat' exchanges with pupils.

- **Develop restorative practice**

Where misbehaviour has occurred, the child should be encouraged to think through their behaviour, its consequences and what they can do to make it better. This could be a conversation between the child and "victim", writing a letter of apology or putting right what went wrong eg. tidying a mess they have created.

- **Individual behaviour approach**

Whilst implementing a consistent approach is paramount it is recognised that sometimes a tailored approach to support an individual's behaviour may be necessary.

Ready, respectful and safe (RRS)

When we think about behaviour at Rotherfield, we think of three words that embody our approach: Ready Respectful and Safe. ALL Staff and pupils are expected to know and understand what we mean by these words and to refer to them explicitly when discussing behaviour.

- **Ready** – to learn well we understand that we need to be ready. Ready to learn looks like:
 - Following simple routines to make sure learning time is maximised
 - Sitting in our chairs and sitting up straight at our desks
 - Tracking the teacher and making eye contact
 - Listening and responding to instructions and questions
 - Staff will be ready and prepared to teach and engage with pupils
- **Respectful** – All members of the community communicate with respect and politeness at all times. To us this looks like:
 - Pupils use good manners when addressing adults and always use please and thank you
 - Adults know the story of the pupils in their care, they invest time in pupils and their relationships
 - Pupils hold doors open for adults and their peers
 - Respecting our personal boundaries
 - Staff do not shout at or shame children.
- **Safe** – everyone deserves to learn in a safe and secure environment. No one has the right to make others feel unsafe in our school. A safe school is:
 - A school where everyone is free from discrimination
 - A school where the protected characteristics are respected, and British values are upheld
 - A school where bullying is not tolerated

Special Educational needs and disabilities

It is our belief that children with SEND including Autism Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH) should be given special consideration and support for their behaviour. It is essential that we have a good understanding of these children's needs.

Please consider the following:

- All challenging behaviour is a communication of need, and it is important to consider factors which have contributed to it in the environment, in order that change can be affected over time.
- Always consider whether misbehaviour is an indicator, or not, of a child suffering or at risk of suffering harm
- Trauma affects the brain and may lead to 'Fight, flight or freeze' behaviours which are not under the child's control. These behaviours must be given attuned and sensitive support and cannot be addressed until the child is calm.
- In pupils with ASC, emotional dysregulation can affect children's behaviour and must be supported by an adult according to their specific needs.
- The environment should support a child's needs e.g. visuals, workstations, buddy systems, zones of regulation strategies.

- Support for behaviour does not mean that there are no consequences for these pupils but that the consequences may need to be bespoke.

Routines and expectations

All teachers are expected to embed these routines in their classrooms. Support staff will also be expected to uphold and support the establishment of these routines. When these have been embedded, we will build on these with further routines.

In the first week of term, we expect staff and pupils to actively practice these routines over and over to ensure they are established and embedded.

The establishing of routines will be monitored by the SLT as their first priority

Entering the classroom

- Staff should greet pupils at the door for each registration session e.g. high fives/handshakes, different language greetings
- Pupils should go quietly and directly to seats
- An established seating plan and talk partners should be in place for each class and displayed in class
- There should be a settling activity ready for pupils during the soft start– e.g. silent reading/maths or a recap activity on the board/ revisiting work

In the classroom

- Staff consistently use the language of RRS for praise and to award dojo points
- The class should be stopped in only 2 ways for consistency. Staff should not talk or raise their voice to gain the class' attention.
 - Clap and repeat pattern,
 - Silent 3, 2, 1 countdown/hand signal (staff to decide)
- Transition signal – 123 moving around (1 stand up, 2 move to seats, 3 sit down)
- Pupils are expected to stay in seats and must ask permission if they need to move around.
- Teacher should have all resources ready and organised. Pupils should be taught how to hand out resources e.g. by using monitors.
- Pupils should not leave the classroom during lesson time.

Around the school

- Moving around the school/lining up – bell rings for line up, left hand side and quiet
- An established line order should be in place with thought given to who sits/stands next to one another.
- Pupils should be encouraged to hold doors and speak with good manners to others and use excuse me, please and thank you.
- Staff must be mindful of using movement breaks correctly only for pupils where it's a strategy in their Individual Educational Plan (IEP)/Educational Healthcare Plan (EHCP.)
- Toilet breaks should be used judiciously (for children who have a medical need) in KS2 and pupils should not be sent together. If there is a spare adult in the class, they should accompany pupils.
- Pupils should never be unsupervised in the building.

Assemblies

- Children are expected to enter and leave assemblies in silence and in line order.
- Pupils should not talk to each other during the assembly.
- Pupils should be active listeners and engage with the content of the assembly.

Playground

- We expect all pupils to continue to follow the school's core values in the playground
- Pupils should not enter the main building for any reason, unless instructed to/given permission by a member of staff.
- At the end of break, the bell should be rung on time. At the first bell, pupils must stop playing. At the second bell, pupils must walk calmly and quietly to the line and wait to be collected by their teachers.
- Reward systems in the playground need to be developed

RECOGNITION & REWARDS

Pupils at Rotherfield are expected to follow the Rotherfield Expectations of being 'Ready, Respectful and Safe' at all times. Staff praise this behaviour and are positive role-models of behaviour around the school. Consistent, calm adult behaviour from adults is key. We encourage children to go 'over and above' and make an exceptional effort in their learning and behaviour at Rotherfield. Where pupils are meeting the school's expectations for behaviour and exemplifying the school's five values, staff can reward them using the following school reward systems:

Positive praise

You cannot overpraise a child. A positive and happy school environment will go a long way to supporting good behaviour. Praise should be specific and meaningful to the child. It can be public or personal. Staff can praise to reinforce expectations e.g. 'thank you X for looking at me.' "I love the way that X is" If a child has been on a staged sanction and has now conformed to your expectation this should be praised and highlighted.

Dojo Points System

The school will use the Dojo online reward system across all classes. Pupils may be awarded Dojo points by their teacher when they are demonstrating an aspect of RRS or for academic excellence and effort. As pupils accrue Dojo points, their class teacher must award badges at the following stages:

- 100 points for a 100 dojo badge 1
- 200 points for a 200 dojo badge 2
- 300 for the head teacher Award- 300 dojo badge 3

There must be consistency in how the points are awarded across all classes. Points should be offered for specific successes, rather than awarding them for behaviours that should be a matter of routine.

Teachers should not take away a point that has been earned.

Certificates for reward assemblies

Once per week, during certificate assembly, teachers should award certificates. There are a range of certificates that may be given:

- **Star of the week:** Star of the week awards will be nominated by teachers for excellence in a focus area / going 'over and above.' Stars of the Week receive a certificate; their parent is spoken to about their brilliant effort that week; and names go in the weekly newsletter.
- **Merit awards/ star of the day:** teachers may give these to any of their pupils for showing good behaviour and demonstrating excellent work. The award should be personalised and celebrate the pupils' successes.
- **Dojo badges:** teachers must give these to pupils who have reached the relevant number of Dojo points. As with the merit awards, it should be personalised and detail how the pupil has earned the award.
- **Pen license certificates:** the English Leader may choose to award pen licenses through giving a certificate in assembly
- **Miscellaneous certificates** for music, reading, sports, debating, etc.: on occasion, certificates may be awarded to show achievements in competitions or as recognition from an external organisation.

Sharing with parents and headteacher

Teachers can, at their own discretion, share work with parents at any time. Teachers should actively seek out opportunities to share successes with parents, especially those who are hard to engage, such as calling home to inform them of a positive day or part of the day.

If a child has produced especially impressive work, then teachers can send the child with their work to the relevant phase leader or HoS to share their work.

Raffle – all stars of the week will be entered into a special half-termly raffle with the chance to win a prize

CONSEQUENCES

Our focus is on preventing and pre-empting negative behaviour; to encourage self-regulation and limiting lost learning time. Teachers are trained in how to deescalate a situation before sanctions are necessary. When consequences are required, we consistently follow the below procedures.

- Sanctions should be applied with fair warning and compassion and discussion should take place with pupils about what emotions their behaviour is communicating.
- **Shouting at pupils or shaming them is not acceptable.**
- Discussions should take place away from peers and not in front of the classroom.

The school has a staged approach, with the idea that each day is a fresh start. Each child should start on Stage 0 every day, unless they have yet to complete a consequence.

Stage 0	Ready, respectful, safe Children should be kept at stage 0 as long as possible (and can return here)
<p>If a child is not following the expectations for RRS specified above and not following the expectations and routines, they can be given a discreet verbal reminder using the language of choice. Give pupils take up time to digest the reminder – move away and expect adherence.</p> <p><i>"I noticed that you are not following my expectation of being respectful because ... You have a choice now of following the instruction or moving up to stage 1. I will give you a minute to think about this."</i></p> <p>If they adhere to the verbal warning, praise the choice, and return to stage 0</p> <p>If they fail to adhere to the warning, they are escalated to stage 1</p>	
Stage 1	Regulation time - 5 minutes in the classroom to calm/regulate behaviour and return to learning. This should ideally be in the class reflection corner, using a timer and visual prompt. Timings can be adjusted according to age – and if more/less time needed to regulate.
<p>After 5 mins, the child returns to their learning. Praise the child for completing the 5 mins and expect that they will return positively to their learning.</p> <p>If the child maintains positive behaviour for the rest of the session, they return to stage 0 in the next session (after break or lunch.)</p> <p>If they fail to maintain the positive behaviour, they are escalated to stage 2</p>	
Stage 2	<p>Reflection time – missing play or 10 mins time in a designated class/area to reflect on behaviour. This is up to the teacher's discretion to choose which works best. Be mindful of which will have the most impact. A reflection sheet to be completed where appropriate.</p> <p>If sending a child to another class, then pupils must be escorted by an adult and the other teacher informed that they are coming. They should never be left to take themselves to another class or left in a shared area without supervision.</p> <p>A child can also go straight to stage 2 for behaviours such as rudeness to adults. Behaviours at stage 2 and above are recorded digitally and tracked by the Pastoral Team throughout the day and discussed in fortnightly pastoral meetings to put appropriate plans in place to support the needs of pupils.</p>
<p>After the consequence and reflection, the child returns to their learning. Teachers use discretion to praise the child expect that they will return positively to their learning.</p> <p>If the child maintains positive behaviour for the rest of the session, they return to stage 0 in the next session (after break or lunch.)</p> <p>If they fail to maintain the positive behaviour, they are escalated to stage 3.</p>	
Stage 3	Pupils who have reached stage 3, will spend 30 minutes at lunchtime reflecting on their behaviour and discussing how they can make the correct choices next time, with a member of SLT.

	<p>A stage 3 could be reached gradually by consistently not meeting expectations of behaviour or in some circumstances in one leap by demonstrating extreme behaviour such as racism, homophobia, physical violence, or verbal aggression.</p> <p>If the pupil is not regulated enough to remain in the lesson until lunchtime, then a member of SLT should be called.</p> <p>Details of all Stage 3 behavioural incidents should be added to CPOMS by the class teacher and followed up and tracked by the pastoral team and SLT.</p> <p>Parents must be informed of all stage 3 behaviour by the class teacher, either in person or over the phone. The follow up should be recorded on the system so the parent's response can be logged</p> <p>Also, a meeting with the relevant adult to have a restorative conversation, involving Pastoral Team/member of Senior Leadership Team when necessary. This is an opportunity to listen to the child; identify the cause of the incident/behaviour, as well as the impact; address needs and repair harm; and create an agreement on next steps – with a focus on being 'Ready, Respectful and Safe'</p>
Stage 4	<p>Internal Suspension</p> <p>Multiple Stage 3 behaviours will result in the child spending a whole lunch hour out of class. It may also result in a lesson out of class if needed but ideally pupils should remain in their own classroom to maximise learning. This is ideally spent completing learning activities in another classroom – but may be spent with a member of SLT/Pastoral Team when necessary. Parents are requested to meet with SLT to discuss incidents/behaviours and plan next steps. Internal suspension is at the discretion of SLT and may be put in place for persistent stage 2&3 behaviours; or a single serious incident</p>
Stage 5	<p>Fixed Term Suspension</p> <p>Only the Executive Head Teacher (EHT) or Head of School (HOS), or Assistant Head Teachers with verbal permission from the EHT or HOS, can suspend children externally. A decision to suspend will only be taken when all other possibilities and strategies have been exhausted. See exclusion policy for further detail on suspensions.</p>

Types of behaviour and sanctions

Behaviours	Appropriate sanctions
Low level classroom disruption e.g. calling out, not following expectations, not following management signals, talking over teacher	Follow staged system consistently (do not escalate too soon)
Fighting	Sent to AHT, talk to parents, suspension if very serious or injury occurs
Hitting and physical violence	Immediate escalation to Stage 3 missing break, record as a behaviour incident on system and report to line manager, meeting with parents, possible suspension
Swearing at others	Immediate escalation to Stage 3, and involve parent and phase lead, record on CPOMS
Swearing at others and name calling (with intent)	Immediate escalation to Stage 3, letter home and involve parent and phase lead, record on CPOMS
Racist, homophobic language or sexist language	Immediate escalation to Stage 3, Record as a racist or homophobic incident on CPOMS and report to AHT and parents must be informed
Behaviour that risks the safety of the pupils or others in the class	Removal from the class for safety OR the class evacuated if needed SLT to determine next steps
Severe physical violence towards pupils and staff	Headteacher to determine outcomes – possible Stage 4 or Stage 5
Sexual misconduct/use of sexualised language	Report to SLT member, report on CPOMS and inform parents.

Repeated low-level disruption.

1. Teacher to meet with parent.
2. Teacher and Learning Mentor to meet with parents.
3. Phase Leader and Teacher to meet with parents.
4. Head of School and Teacher to meet with parents.

Restorative conversations

Children should be supported to reflect on their behaviour, this may include a restorative conversation, or a letter of apology. Restorative questions should be used as a prompt to encourage children to reflect upon their actions. These could include questions such as

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Pupils with specific needs

A small minority of pupils may continue to struggle with the implementation of the main policy. In these cases, pupils may need something additional to and different from the main policy. If a child in your class seems unresponsive to the policy and consistently ends up on stage 3 then it is likely the approach is not working for them. In this case a discussion will need to be had with the pastoral team and SENDCO and a new approach agreed, such as an individual behaviour plan or reward chart.

Pupils with SEND

Additional training for staff may be necessary to understand pupils with some SEND needs, particularly ASC. Children with sensory and communication needs may need a different approach to behaviour. If you have a child diagnosed with ASC in class or suspect ASC, then this must be discussed with the SENDCO and support put in place for you and that child.

Use of reasonable force

This section of the document has been written according to DfE guidance on reasonable force, last updated July 2013. The quotations/extracts that follow have been taken from this guidance document.

Definition of reasonable force

- Rotherfield Primary School understands 'reasonable force' to mean: *'the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.'*
- The circumstances in which force might be used vary; it may be required for either **control** or **restraint**, and the severity or urgency of the circumstances will be dependent on the context.
- We consider control to mean: *'either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.'*
- We consider restraint to mean: *'to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.'*

Reasonable force – who, when, why?

- **All** members of school staff are legally permitted to use reasonable force where necessary. This may include additional members of staff placed in charge by the headteacher, e.g. a parent volunteer.
- Reasonable force is to be used to either control or restrain a pupil, and is solely for the purpose of preventing *'pupils from hurting themselves or others, from damaging property, or from causing disorder.'* The responsibility of deciding whether reasonable force is necessary resides with the professional judgement of the staff member(s) present.
- Reasonable force **may** be required to:

- 'remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.'
- It is **unlawful** for schools to use force as a punishment in any form.

Further guidance and information on the use of reasonable force can be found on the DfE website.

Reasonable force and SEN

As a school we have a legal duty to make reasonable adjustments for disabled children and children with SEN. Please speak to the SENDCO about any concerns you have regarding the behaviour management of children with SEN, who will consider specialist training where appropriate.

Roles and Responsibilities

The Leadership Team is responsible for the implementation and day to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of theirs. In order to ensure consistency of approach to behaviour and learning, the Leadership Team will regularly monitor the implementation of the Behaviour Policy, through informal and formal observations, data analysis and feedback from stakeholders.

The pastoral team

Staff - All members of staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff and the Pupil Council have a key role in advising Leaders on the effectiveness of the policy and procedures with regular reviews. They also have responsibility, with the support of the Leaders, for creating a high-quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently.

Parents and carers - Parents and carers will take responsibility for their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist staff in maintaining exacting standards of behaviour. The staff endeavour to develop positive relationships with both parents/carers through regular communication and through the expectation of parents/carers' involvement in order to prevent escalation of behaviour. It is important for parents/carers to familiarise themselves with the Behaviour Management systems outlined at information events and structured conversations. They will also have the opportunity to be kept informed of any changes in the behaviour policy.

Pupils - Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the policy, procedures, and expectations. Pupils are encouraged to report any concerns to do with behaviour issues.

Example of an individual reward chart

Name: _____ Week Beginning: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Register					
1 st Session					
Play					
2 nd Session					
Lunch					
Afternoon					
End of the day					
<u>Targets for the week:</u> To get _happy faces every day this week	1.		2.		

Pupil Comment:

Teacher Comment:

Parent Comment:

Example Positive Behaviour plan

Pupil Name:

Year group:

Teacher:

Targets

1

2

3

My teachers will help by...



-
-

My reward will be ...



-
-
-

If I do not follow my plan then ...

-
-
-