



# Behaviour Policy

## Introduction

At Rackheath Primary School we aim to create a community of learners who have positive attitudes to learning and behaviour; who have respect for others and are respected and who are provided with opportunities to meet their full potential, becoming motivated confident and independent learners within a safe, caring environment.

## Aims of the Behaviour Policy

The aim of the school's behaviour policy is to provide clear guidance to staff, pupils and parents about the expectations the school has for pupil's behaviour, the way in which positive behaviours will be supported and celebrated as well as the way in which inappropriate behaviours, which impact upon the learning and safety of others, will be dealt with.

We believe that children usually behave well if:

- They feel secure in their learning environment
- They are well motivated
- They have high self-esteem
- They can cope with failure
- They have some ownership of their learning
- Their learning is planned to meet their needs
- They know they will be treated fairly
- They understand what is expected of them in their learning and behaviour
- They are able to articulate their feelings and needs

It is our belief that disruptive behaviour can be minimised in school through a consistent, shared approach which:

- Uses positive praise as a first approach for managing behaviour;
- Has the highest expectations of behaviour from all pupils from when they enter school;
- Ensures that adults in school set a good example in the way they treat children and other adults;
- Involves pupils in creating class rules and codes of conduct annually;
- Provides a learning environment which encourages on task behaviour;
- Involves parents by clearly communicating policy and expectations;

- Positively recognises and rewards those pupils or groups who demonstrate good or improved behaviour;
- Makes use of PSHE lessons and circle time to support behaviour management;
- Creates a positive partnership with parents to encourage their support when dealing with the issue of unacceptable behaviour;
- Expects prompt intervention where there is poor behaviour so it is clear it will not be tolerated;
- Attempts to identify and address any underlying causes of poor behaviour;
- Avoids humiliation and focuses on the behaviour and not the child;
- Where possible deals discretely with poor behaviour;
- Ensures that pupils are given the opportunity to put things right when appropriate.

### **Rules and Routines**

At the beginning of each school year each class draws up a list of class rules which are age appropriate. These are positively worded, kept to a minimum and are rules which apply at all times. Children who are old enough sign up to the agreed set of rules. These will be frequently referred to by staff in the first few weeks of term in a positive way, reinforcing when children are doing the right thing and ensuring that children are aware of associated sanctions. Staff will discuss the rules on a termly basis or when particular issues arise. Children are encouraged to be caring and considerate, to respect the rights of others and to take care of the buildings, grounds and equipment.

Children are also made aware of particular expectations when they are carrying out some curricular activities e.g. P.E., design technology, ICT and are reminded of these at appropriate times.

At the beginning of each academic year all staff clarify the expectations for pupil behaviour and the areas where they may and may not go during the course of the school day and particularly at break and lunchtimes, the reasons behind these e.g. safety, reducing mud in school are explained to the children at the same time. If during the year there appears to be an inconsistency in staff expectations these are discussed by all staff in their weekly meeting and the decision communicated to children via class teachers and assembly as well as to all staff via the staffroom board.

### **How Good Behaviour is Encouraged**

As a school positive behaviour reinforcement is at the heart of all we do. It is the responsibility of all staff in the school to promote and encourage good behaviour by modelling respectful relationships and recognising and praising those children who are behaving as they should be.

In classes and across the school children are allocated jobs and tasks including collecting water jugs at snack time, taking the register, tidying a particular area of the classroom or school, preparing the music for assembly, ensuring computers are switched off. These give

all pupils opportunities to demonstrate their ability to behave responsibly and be praised and thanked for it. Children are encouraged to learn to raise complaints and concerns through the appropriate channels such as speaking to a member of staff or raising the issue with their class or school council. They are encouraged to be involved in finding solutions to problems both in class and across the school.

Each class uses a variation on the traffic light system. At the start of a day or session children start on the green board. They can move up to gold for excellent behaviour while they may move on to yellow (warning board) or red (sanction board). In some classes there may be an additional Silver board depending on the classes needs as identified and decided by the teacher's professional judgement.

Appropriate behaviour is rewarded in many ways across the school e.g.

- Non-verbal (e.g. smile, thumbs up, high five, hand shake)
- Praise, both personal and in front of others
- Applause from the class
- Golden Time
- Raffle Tickets and stickers
- Angel, Star, Diamond Awards
- Opportunity to have first choice of an activity
- Sharing positives with other members of staff
- Celebrations of achievement in assemblies
- Class Points
- Star of the Day
- Headteacher awards
- Praise Postcards
- A termly special celebration assembly recognising two children per class whose behaviour has been exemplary.

These rewards are used with the knowledge of each child as an individual and staff would be aware which children are happier to receive their praise in public and which children may not.

Children in each class may have particular privileges, particularly those in Year 6, however we reinforce to children the links between rights and responsibilities.

The behaviour expectations and rewards and sanctions are made clear to parents in a meeting in the first week back in school in September, and these are recorded for parents unable to attend.

## **How Unacceptable Behaviour is Discouraged**

As a general rule most low level unacceptable behaviour can be tackled through the use of non-verbal techniques (such as giving the child a look, moving closer to the child) or by praising pupils who are behaving or working as they should be.

When these strategies are not effective children will be reminded about what they have been asked to do and the privilege that will be removed e.g. some of their break time or Golden Time, if they do not choose to comply. Staff will ensure that the child knows what they are supposed to be doing. In class if this does not modify the behaviour the child may be asked to move to another place to work.

In the first instance, unless instructed otherwise, the member of staff on hand should deal with the unacceptable behaviour. This gives a clear message to children that all adults must be listened to and respected. Staff will report incidents to the child's class teacher in the first instance, who will decide if they need to discuss it further with the child, refer the incident to the head teacher or senior member of staff, or monitor the situation. This is important as it may be building up a bigger picture of issues from a number of different staff.

The traffic light system will be used to monitor behaviour across the school. The following process will be followed:

- If a child is behaving in an inappropriate way they will be warned either verbally or through a non-verbal means of communication such as a look or use of a warning prompt.
- Should the behaviour continue the child will move to yellow. If the child's behaviour improves they will be moved back to green.
- Should behaviour not improve the child would move to red. A child whose name appears on the red board would know that they would have an appropriate sanction put in place by the adult involved e.g. missing 5 minutes break.
- Children can move off red if their behaviour improves, if behaviour does not improve and the child stays on red then they would have to see Mr Ashman who will liaise with the staff involved to determine the sanction.
- Occasionally there may be an incident which is considered to be red behaviour by itself for example swearing, fighting, bullying behaviour or rudeness to adults. In these situations Mr Ashman would be involved and an appropriate sanction agreed.
- In the event of a child staying on red or being involved in an incident considered to be red behaviour by itself this would be communicated to parents by way of a dialogue to discuss the event and any possible sanctions. Should it be felt necessary parents would be asked to attend a meeting in school so we could work together to improve the child's ability to make good behaviour choices.

In the case of extreme behaviours referred to the head teacher they may choose to involve the parents and where necessary set up a behaviour plan. Appropriate sanctions in this instance could involve internal exclusion or if necessary the exclusion of a pupil for a fixed number of days in accordance with DCSF guidelines.

By creating clearer steps in the system of sanctions our aim is to avoid any confusion amongst the members of the school community and make instances of inconsistency much less likely. Should have any comments or questions please do not hesitate to contact me.

### **Physical Restraint and Positive Handling Techniques**

Staff have received training in Norfolk Steps de-escalation strategies which will be updated every three years. Where appropriate they have received specialist training in Positive Handling Techniques. Only staff who have received training in these techniques in relation to a named child may use them in school in line with the agreed Risk Reduction Plan for that child. (This is outlined in the Physical Intervention and Restraint Policy and follows the guidelines in the Norfolk Joint Services Policy on Positive Handling Strategies an appendix to the NCC publication Handling Behaviours That Challenge). Physical restraint is used as a last resort to prevent injury to the child themselves or others.

### **Bullying and Racial Harassment**

Incidents of racism, sexism and bullying are always unacceptable. The school sets out in its Anti-bullying and Racial Equality and Equal Opportunities policies how these incidents are will be dealt with in line with local and national guidelines. Incidents of racism must be reported to the governing body.

### **Promotion of Self-Esteem and Personal and Social Skills**

In order to support positive behaviour in school we promote the development of pupil's self-esteem and personal and social skills through our school ethos and mission statements as well as our planned programme of PSHE which includes use of Compliments Child, SEAL materials and the Thrive Programme.

### **Links with Home**

We hope that parents will model similar expectations of behaviour within the home context. Where we have concerns about a child's behaviour parents will be contacted. Parents will be invited to help solve behavioural difficulties and share strategies for support. We aim to develop a partnership culture where parents feel comfortable to approach the school for support if they are having difficulties with their child's behaviour at home. School can offer advice and can also offer additional support through the school's Parent Support Advisor, Claire Cookson.

### **Complaints Procedure**

Complaints to the school about behaviour are dealt with in line with the School Complaints Policy and follows Norfolk County Council Guidance.

### **Governors Responsibilities**

Governors are responsible for ensuring that the policy is reviewed annually; is shared with parents via the school brochure and is available by request to any parent.

### **Related Policies**

This policy should be read in conjunction with the school's Health and Safety and safe touch policies. Also the DfE Screening, Searching and Confiscation and Use of Reasonable Force leaflets.

**Procedures for Review and Evaluation**

This policy will be reviewed by staff at the start of each academic year and reviewed by governors every two years. This policy will be available for parents to view and a condensed version will be contained within the school prospectus.

To be reviewed: Summer 2024