

# Redbridge Primary School

**RED**

**“Resilience, Excellence, Determination”**



## Behaviour Policy

<b>Date Approved</b>
Autumn 2020

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## Statement of Aims

# Redbridge Primary School

## Aims

At Redbridge Primary School we want every child to be inspired to learn.

1. Children are immersed in a vibrant and dynamic curriculum that brings learning to life
2. We foster each and every child's potential, treating them as unique individuals
3. We encourage and we challenge children to achieve beyond what they thought was possible
4. We support children to be good citizens and to be proud of themselves and tolerant of the views of others
5. We develop children to be confident, independent and to take responsibility for their actions
6. We encourage collegiality, teamwork and a friendly approach in all aspects of school life
7. We enable every child to believe that through courage, ambition, resilience and focus they too can make a positive difference in the world

In accordance to the UNCRC all children have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.

# Redbridge Primary School's 5 Key Values

- *Respect*
- *Resilience*
- *Honesty*
- *Friendship*
- *Positivity*

## How will we achieve this?

We are never afraid to self-reflect and to seek new ways of working; to do what it takes to help our children succeed. We value the rich diversity of our community and seek to include all through strong partnerships. We recognise the positive contribution of all our pupils, parents and others.

At Redbridge Primary School, we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation.

## Early years

Within the Early years staff will ensure that a positive learning environment is created through organisation of the learning environment. Staff will model positive behaviour using the Rights Respecting Schools ethos. The daily routines will empower the children in Nursery and Reception to develop an understanding of boundaries, respect, consequences and developing their

emotional literacy through the Personal, Social and Emotional development EYFS curriculum. These areas should share a class charter that promotes the positive behaviour within their class.

## Ks1 and Ks2

All staff have a responsibility to abide by the expectations put upon them. - modelling positive behaviour. Within the classroom this includes ensuring a positive learning environment that will empower the children to develop their understanding of boundaries, respect, consequences, and emotional literacy. These should be promoted through a **class charter** which is created by the staff and children within each class across school to promote the school values and the rights that children have chosen for themselves and others to promote positive behaviour within their class. The children will also learn about wider Personal, Social and Emotional learning through the PSHE curriculum.

## What children can expect of staff

- Staff model high standards of behaviour and are positive role models both within the classroom and around school.
- Children are treated fairly and consistently following the hierarchy of consequences if they have chosen to not behave in accordance to school charters and values.
- Behaviour is discussed with the children in a tone and manner that is suitable to the needs and age of the child
- Children have an opportunity to make their behaviour right. Knowing that staff understand we are all capable of making mistakes.
- Good behaviour and choices will be rewarded and praised both in the class and around school.
- Staff make children feel safe by being punctual and discussing changes to routines where possible in advance.
- Partnership with parents are considered, informing them as soon as possible about what has occurred and how it was dealt with for both perpetrator and victims.
- Class teachers provide children with monitoring roles that help children to develop their 5 values.
- Staff take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. Bullying is defined as deliberately hurtful behaviour, repeated over a period and is considered with impact, power and context.

## What staff can expect from children?

### Early years

- Respond positively to boundaries set by staff
- Listening to adults and other children.
- To take part in activities that adults think will support development
- To show kindness and gentle hands
- To follow the class charter positively

### Ks1/Ks2

- To understand that boundaries are in place to support their learning and respond positively to staff that set these.
- To follow the school values and class charter and be aware that any choices against these will have a consequence and learning conversation
- To listen to and consider the feelings of all members of school community and treat them with respect
- To accept help and support where suggested by school adults that might help maintain positive behaviour.
- To attend every day and be ready to learn

## **What school can expect of the wider community including families.**

Help children to realise the importance of learning and to praise them for their efforts and achievements.

Show interest in their child's learning by talking about school, listening to what they have to say each day.

Agree the parent charter when their child is joins Redbridge. Actively reinforce the school expectations with a positive approach to behaviour choices.

Make their child aware of appropriate behaviour and to encourage their child to sort out difficulties without hitting, fighting or swearing at home or at school.

Make sure their child arrives to school on time and ready to learn having had a healthy breakfast.

Model respectful and positive interaction within the community. Encourage respect for others from their child.

### **Equal Opportunities**

Redbridge Primary School is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special need. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence.

### **Rewarding good behaviour.**

At Redbridge Primary School we feel it is very important to acknowledge when a child has demonstrated positive behaviour that promote the School's 5 Key Rights Respecting values, and school charters.

The rewards incorporate the following.

Children will be awarded behavior points to reward good behavior.

We also use positive praise within the class at all opportunities to model and celebrate positive choices.

### **Consequences and Sanction Procedures**

(See appendix A.2, A.3 and A.4,)

Although praising and rewarding positive behaviour are central to encouraging positive behaviour, there is a need for consequences to help the child to learn from the negative behaviour choices that might occur.

If a child in the classroom has to be reminded about inappropriate behaviour they will receive a verbal warning along with an explanation that their behaviour may be preventing others from having the rights that are included in the class charter or that their behaviour is not in line with the schools 5 key values.

If such behaviour continues their name will be recorded discreetly and they will be encouraged to reflect on their class charter along with a learning conversation with the class leader or emotional available adult.

Should a child not respond positively to this and continue to behave inappropriately their name will be recorded for a second time and they will then have to complete a 10 minutes reflection time, in an area within the classroom, in a partner classroom, or at break/lunch time with the class teacher. The class teacher will follow up the reflection time with the child as soon as possible discussing why they received a reflection time, completing a reflection sheet with the child making clear the consequences should inappropriate behaviour continue.

Any child who requires a reflection time, will be recorded on the behaviour log on Integrus. At the end of each half term a behaviour report will be printed and children with more than 3 recorded incidents to be monitored by the phase leader of the year group. (See Appendix a.3)

If minor low level behaviour presents itself this will be dealt with using individual classroom strategies to support

good choices and prevent children from constantly requiring reflection time. There will be ongoing dialogue with parents at the end of the day.

### **5.0 Assembly**

Class teachers walk their classes to assembly and make sure they are seated and making good choices with their behaviour.

Class teachers remain with their classes and make sure they are quiet before assembly starts.

Appropriate music is played when the children come into assembly and they are expected to listen to it quietly teachers see children out from the assembly class by class in a quiet and orderly manner.

Classes with teachers on playground duty and sitting quietly go out first, or in year group order.

Teachers and Pupil Advocates may wish to award house points for sensible behaviour during assembly.

### **6.0 Fixed-term and permanent exclusions**

In some instances a child's behaviour may be so extreme it warrants immediate/long term action.

See appendix A.7 for further information regarding the national guidance for exclusions from mainstream schools.

## **Appendix A.1**

### **Rewarding Good Behaviour**

#### **Verbal Praise**

The most common reward is verbal praise, informal and formal, public and private, to individuals and groups. Focusing on what a child or group are doing well and explaining what was good about that behaviour, whilst smiling, is a very simple yet powerful reward e.g. 'Well done Serena, I really like the way you. . .' By focusing and commenting on positive behaviour children learn that they are more likely to get attention when they make the right choices and promote positive behaviours.

#### **Positive Behaviour Certificates**

Children who show significant achievement in their behaviour or class work during the week will receive behavior points and can also receive a certificate that they take home to show to their families.

### Things to reward children for:

Working hard Lining up quickly, safely and quietly Treating equipment and books with care Starting work promptly Following an instruction the first time when asked Being polite Tidying equipment away Telling the truth Holding the door open for someone Handing homework in on time Being a good friend Saying please and thank-you	Making contributions to class lessons Asking for help Remaining calm in difficult situations Walking quietly and sensibly around school Sharing equipment Listening well Telling an adult of a problem instead of fighting Being willing to try something new Offering help without being asked Taking turns and waiting for others Showing respect Showing resilience Being honest Modeling how to be a good friend Showing a positive attitude
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## Appendix A.2 Consequences for challenging behaviour

	Consequences	Staff
1 <sup>st</sup> incident	Reflection conversation with the class teacher Child to inform adult that collects the child at the end of the day alongside class teacher that they had to have a reflection conversation and why.	Class teacher
2 <sup>nd</sup> incident	Reflection conversation with class teacher or emotionally available adult. Teacher to inform the parent at the end of the day or via phone call. Class teacher to agree a target alongside the child using the pastoral support plan to support the child with appropriate behaviours	Class teacher Emotionally available adult
3 <sup>rd</sup> incident	Reflection conversation and sheet to be completed with class teacher after the incident Formal meeting with parents/carers Discuss the next steps of how to support the child. Look at the patterns of behaviour – consider an intervention to support the emotional regulation. Loss of privilege as agreed by the adults	Class teacher and Year Group Leader
4 <sup>th</sup> incident	Reflection conversation and sheet to be completed with class teacher after the incident Formal meeting with parents/carers Look at the patterns of behaviour – consider an intervention to support the emotional regulation. Possible internal exclusion	Class teacher and Senior Leader
5 <sup>th</sup> incident	Formal meeting with Head teacher	Head teacher
Bullying	Reported incidents must be logged If there is 3 or more incidents reported this must then be recorded in the schools formal bullying log. Each report of bullying should be investigated through a discussion with the victim and perpetrator. Consequences for bullying are as above following each warning.	Class teacher
Racism/prejudice	These incidents should be recorded in the schools official log then dealt with according to the above steps	Senior Leader

Appendix A.3  
Reflection Sheets - KS2

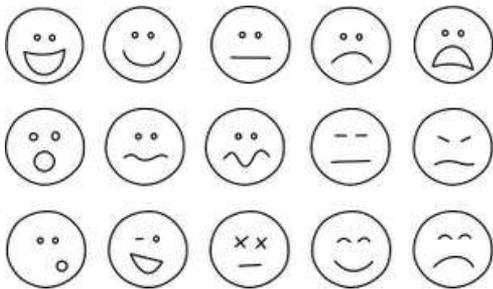


Name:	Incident Notes (brief overview by adult after the form has been completed by the child)
Class:	
Incident Date:	
Location:	
<i>I have already been given a warning but I have chosen not to change my behaviour. I must complete this sheet because my behaviour does not promote the class charter or school values.</i>	

What value have I not shown?

- Respect
- Resilience
- Honesty
- Friendship
- Positivity

**I feel**



**Who was involved?**

**What happened?**

**Why did it happen?**

**My choices have made others feel**

**KS2 reflection page 2**

**How can I make a better choice next time?**



**I think my consequence should be**

**I can resolve the situation by**

**I have learnt**



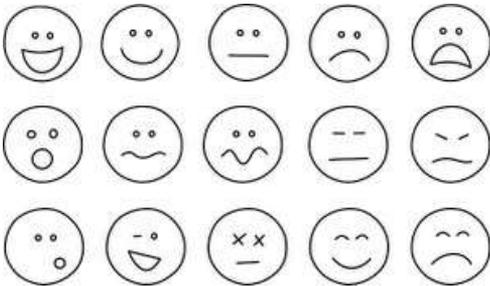
Appendix A.4  
Reflection Sheets – KS1

<b>Name:</b>	<b>Incident Notes (brief overview by adult after the form has been completed by the child)</b>
<b>Class:</b>	
<b>Incident Date:</b>	
<b>Location:</b>	
<i>I have already been given a warning but I have chosen not to change my behaviour. I must complete this sheet because my behaviour does not promote the class charter or school values.</i>	

**What value have I not shown?**

- Respect
- Resilience
- Honesty
- Friendship
- Positivity

**I feel**



**I chose to**

- Hit
- Shout
- Hurt
- Damage
- Ignore

**I could have**

- Used kind hands
- Listened
- Use kind words
- Asked for help

**Now I want to**

## Appendix A.5

### Staff Development

- 10.0** Good practice will be recognised and mutual support encouraged. Staff will be expected to undertake CPD in behaviour management, either individually or as part of whole school training. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. New Rush Hall training will be provided for staff dealing with children with complex behaviours.
- 10.1** New staff and NQTs will be provided with training on behaviour management within the first week of starting at Redbridge Primary School.

### 12.0 Positive Handling Plans

- 12.1** Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.
- 12.2** The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have regular Team Teach training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.
- 12.3** The school can use reasonable force to:

- Re they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

**13.0 Searching children suspected of having Prohibited items**

**13.1** If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc., if they are not willing to hand over the items. Should they refuse the Head reserves the right to search their bag without consent, an additional adult should always be present.

**13.0** If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called.



**A** not wish to exclude any child from school, but sometimes this may be  
**p** necessary. The school has therefore adopted the standard national list of  
**p** reasons for exclusion, and the statutory guidance: Exclusions from  
**e** maintained schools, academies and pupil referral units in England (DFE  
**n** September 2012).

14.2 Only the Head teacher (or the Associate Head teacher) has the power to  
**i** exclude a child from school. The Head teacher may exclude a child for one or  
**x** more fixed periods, for up to 45 days in any one school year. In extreme and  
exceptional circumstances the Head teacher may exclude a child

**A** permanently. It is also possible for the Head teacher to convert a fixed-term  
**.** exclusion into a permanent exclusion, if the circumstances warrant this.

14.3 If the Head teacher excludes a child, s/he informs the parents immediately,  
giving reasons for the exclusion. At the same time, the Head teacher makes  
**F** it clear to the parents that they can, if they wish, appeal against the decision  
**i** to the governing body. The school informs the parents how to make any  
**x** such appeal.

14.4 The Head teacher informs the LA and the governing body about any  
**d** permanent exclusion, and about any fixed-term exclusions beyond five  
days in any one term.

14.5 The governing body itself cannot either exclude a child or extend  
**e** the exclusion period made by the Head teacher.

14.6 The governing body has a pupil discipline committee, which is made up of  
**m** between three and five members. This committee considers any exclusion  
appeals on behalf of the governors.

14.7 When an appeals panel meets to consider exclusion, they consider the  
**n** circumstances in which the child was excluded, consider any  
**d** representation by parents and the LA, and consider whether the child  
should be reinstated.

**p**  
**e**

14.8 If the governors' appeals panel decides that a child should be reinstated,  
**m** the Head teacher must comply with this ruling.

14.9 Where a pupil is at risk of permanent exclusion or repeat exclusions, the  
**n** pupil may be referred for therapeutic support, to a behaviour centre such as  
**e** The CUBE, located at the Cranbrook Primary School in Ilford. In extreme  
**n** cases, where this support is not successful, the child will be referred to New  
**t** Rush Hall, a specialist school for pupils with SEMH difficulties.

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