

Behaviour Policy

2022/2023



Approved by:

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Dave Higgens:

Chair of Governors

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Next review due by:

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Our school core values:

Kindness

-Give friendship and a helping hand to all

Respect

-For yourself, others and the environment

Honesty

-Be honest with yourself and others.

Determination

-Work hard and be resilient in the face of difficulty.

Curiosity

-Ask questions, explore and learn.

Dignity

-Have self-respect and self-worth.

Integrity

-Be true to yourself and always have courage to do the right thing.

We are a caring learning community where everyone belongs, is valued and believes they can achieve their best. At Rivelin, we are committed to creating an environment that promotes good behaviour, self-discipline and respect. Our school aims to provide a calm and caring ethos, with learning at the centre of everything we do and where pupils feel valued. Everyone is expected to maintain the highest standards of behaviour and to accept responsibility for their behaviour. Our behaviour policy and procedures encourage staff to teach children self-discipline and our school rules are applied fairly and positively.

We follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour. We always strive to prevent bullying in our school.

Our policy is built upon 4 strands:

1. Consistent calm behaviour from all including adults and children
2. A focus on the positive behaviour
3. Clear routines
4. Restorative follow ups including the use of scripts

At Rivelin, all staff are expected to:

- Have a positive outlook with high expectations for all.
- Build trusting relationships by showing respect.
- Be calm, actively listen and respond in a controlled manner at all times.

At Rivelin, children have the right to:

- To be taught in an environment that is conducive to learning
- To be treated with equality and with respect
- To feel safe and cared for

At Rivelin, children have a responsibility to:

Show kindness, respect, honesty, determination, curiosity, integrity and dignity in their behaviour in and around all aspects of the school community.

In order to encourage and promote our core values in school, we intend, wherever possible, to accentuate the positive aspects of school life and celebrate achievement. We make links across our curriculum to our core values through the use of key texts studied in lessons, Talk Assemblies and PSHE.

Responses to positive behaviour

- Verbal praise – children are praised within school whenever they do the correct thing or show positive behaviour. The praise we use is directly linked to our core values so that children are clearly aware of what they are being praised for.
- Use of certificates to recognise children that have displayed our core values in school

- Stickers - stickers are used as a visual reminder of the required behaviour.
- Certificates and notes home - these can be sent by the teacher or by a member of SLT.
- Achievement assemblies – Across school we also celebrate children’s achievements through a weekly celebration assembly. Children are presented with a certificate signed by the Headteacher. Parents/carers are invited to join in with our celebrations.
- Providing opportunities for peers to praise each other through peer assessment and PSHE lessons.
- Celebrating pupils who have ‘turned their behaviour around’
- Text messages home – these can be sent by the Headteacher in recognition of positive behaviour choices.
- Afternoon tea with the Headteacher – children who show above and beyond, exceptional behaviour will be invited to have tea and cakes with a member of SLT.
- Whole class termly incentives - in line with school rules.
- Class points – Use of ‘stars in jars’. We award children specifically for displaying core values with stars. The children then put their stars earned into a jar kept in their classroom. These are counted up and the winning class receives an award in Friday Celebration Assembly. Children are awarded class points for a variety of different things.

These include:

- Showing high standards in the lunch room
- Always following our whole school rules both in school and on the yard
- Reading every day and completing reading diaries
- Having 100% attendance and being on time every day
- Wearing correct uniform
- Having your PE kit in school for PE lessons
- Showing a kind act towards someone else
- Asking questions during learning time

Responses to low level negative behaviour

Low level behaviours could include shouting out, walking around class, rushing learning and not doing it to the best of their ability.

If a child shows an incident of low level behaviour the following strategies should be used by the adult(s) involved in the incident:

- Modelling of positive communication e.g. calm voice, calm body
- Reference to zones of regulation and support to get back to the green zone.
- Verbal reminder of desired behaviour and support to change their behaviour e.g. directing the child to turnaround toolkit, time out with pastoral or SENDCo, use of time out in another classroom, reminder of individual strategies etc.
- If behaviour is not changed, remind the child of possible consequences (e.g. making up learning in own time) and/or provide a forced choice.
- Give the child take up time to respond to required behaviour reminders.
- Restorative conversation carried out by the adult dealing with the behaviour (use of restorative script - p6) in the child's freetime.

(In some instances it may be most appropriate to selectively ignore the behaviour at the time it is occurring and then deal with it at a later time.)

If low level behaviour persists, it may be appropriate to get other professionals and/or parents involved to see if there is any further support the child may need e.g. involvement of SENDCo or pastoral team etc. Persistent low level behaviour will be recorded on CPOMs by the class teacher.

If this behaviour still continues it may be appropriate to refer to the responses for medium/high level behaviours detailed below.

Responses to medium/high level negative behaviour (See Appendix 1: Logical consequences document)

When a child within school shows behaviour which is not in line with the behaviour policy, staff will support the child to identify why their behaviour was not acceptable and which rule they broke. We have a strong focus on post incident learning and restoration so staff will also work with the child to put right what has gone wrong.

Step 1 – A member of staff will privately give the child a verbal reminder of the desired behaviour and will provide support to change/improve behaviour. This support may come in the form of the calm down area in the classroom or use of the zones of regulation.

Step 2 – If the undesired behaviour continues the child will again be reminded of the desired behaviour and the staff member will set time aside, again in private, to carry out a restorative conversation with the child and a logical consequence will be agreed. (See logical consequence document at end of this policy) At this stage the child's parents will be informed by the member of staff who dealt with the incident, with a clear reference to the undesirable behaviour, the rule that was broken and the logical consequence that was agreed. The staff member will also ensure that there is an accurate record on CPOMs (including confirmation of contact with parents).

Step 3 – If the child's behaviour persists in either subsequent days or lessons, a meeting will be arranged in school with the child, the child's teacher and their parents. Meeting notes will be added on CPOMs by the child's class teacher. If appropriate, a 'Class Teacher Report' may be used for 1 week. Alternatively, if the issues are only arising during freetime, a 'Freetime Report' can be used for up to 1 week. At the end of the report the class teacher will meet with the child and their parents to discuss the impact of the report and any next steps (either continuation of Class Teacher/Free time Report, escalation to step 4 of this policy or informal monitoring of behaviour by class teacher).

Step 4 – If an escalation to Step 4 is needed, a meeting will be arranged in school with the child, the child's teacher, their parents and the KS lead. Meeting notes will be added on CPOMs by the child's class teacher. If appropriate a Key Stage Leader Report may be used for two weeks. At the end of the report the key stage lead will meet with parents and the child to discuss the impact of the report and next steps (either continuation of KS leader report, escalation to step 5 of this policy or informal monitoring of behaviour by class teacher).

Step 5 - If there is little or no impact seen following the introduction of a behaviour report above, the child's class teacher will arrange a meeting between the child, the child's parents and a member of the pastoral team to create a Behaviour Plan.

This plan will include:

- Identification of school rules broken

- Behaviour/learning target for development
- Identification of support strategies:
 1. Introduction of planned interventions - e.g. free time interventions
 2. Referrals made to educational psychologist, LSS or involvement with school SENDCo
 3. Referral to MAST
 4. Agreement from all parties (child, school staff and parents)

Following the introduction of a behaviour plan, weekly meetings will be held between the child, child's parents and a member of the pastoral team (for a minimum of 4 weeks) to review whether the plan is working.

At the end of the 4 week period the Learning Mentor will review the impact of the behaviour plan and decide next steps (this could be the continuation of the behaviour plan, escalation to Step 6 or informal monitoring of behaviour by class teacher).

Step 6 - If no significant improvement in behaviour has been seen or it is felt that the plan is not working, a meeting will be held between the child, parents and a member of SLT (Headteacher, Deputy Headteacher).

A Headteacher Report will be put in place and the following strategies may be explored:

- Alternative provision
- Referral to Primary Inclusion
- Reduced timetable
- Managed move
- Loss of freetime
- Internal suspension
- Fixed term suspension/permanent exclusion

There will be situations where certain steps may be missed when dealing with inappropriate behaviour. For example, physical aggression towards others or a sudden rise in the frequency of incidents. The response to negative behaviour needs to happen on the same day as the incident where possible. This ensures that each day is a fresh start for both the child and the member of staff.

Any interventions used with individual pupils will be added to the behaviour tracker.

Restorative script

The following restorative script will be used by all staff to support children with the restorative process.

- What happened?
- I have heard that...
- How did it make you feel? (or I can see that you are feeling...)
- Who else has been affected?
- What could you do to solve the problem?

Continued Support Strategies

We always endeavour to support children who have continued difficulties managing their behaviour in school.

We may adopt some of the following strategies to support children within school:

- Use of a sticker chart, split into small time relevant chunks e.g. each session, am/pm etc and also linked to the child's interests
- Invite parents in for an informal chat about behaviour – seek support from home
- Use of the pastoral team in school for strategies or support with behaviour. Nurture support may be required for some individual children
- Specific and appropriate rewards/sanctions programme.
- Referral by the SENCo to the Educational Psychologist, Behaviour Support or other agencies for advice and further support.
- School to seek support from Primary Inclusion, MAST services for outreach work
- Meeting with parents at regular intervals.
- All support will be as positive as possible, allowing the child the potential to improve behaviour.

Suspension

We use suspension as a last resort in school. However if there is no improvement in the behaviour of the child or if an incident is deemed serious enough then this may lead to suspension. The decision to suspend is made by the Headteacher or, in their absence, the Deputy Headteacher. Following a fixed term suspension, the headteacher or deputy

headteacher will meet with the child and parents as part of a reintegration meeting. During this meeting, a discussion will take place about the Rivelin's school rules (in line with our Core Values) and how the child can adapt their behaviour in the future to be in line with them.

Permanent Exclusion

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

DFE guidance - Suspensions and Permanent Exclusions (2022)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' misbehaviour.

Weapons

It is illegal to carry knives or other offensive weapons on and around school premises. It is the school's policy to forbid the possession, custody and use of weapons by unauthorised persons in, on or around the school premises and school activities.

No pupil or other person shall bring a weapon onto the school premises, nor carry or keep any weapon within the perimeter of the school site or while attending or participating in any school activities. These rules apply at all times except where a weapon is issued to a student by the school or required by the school for the purpose of teaching a curriculum activity e.g. Science, Design and Technology, Cooking, Art & Craft.

Misuse of such items will be dealt with as though possession was not authorised. For the purpose of this policy a “weapon” is:

1. Any firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
2. Knives, including all variations of bladed objects including pocket knives, craft knives, scissors etc.
3. Explosives, including fireworks, aerosol spray, matches.
4. Laser pens or other objects such as nails or batteries, even if manufactured for a non-violent purpose, that have a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any pupil found to be in breach of this policy could be subject to a fixed period suspension or permanent exclusion from school. In some circumstances the police may also be contacted.

Appendix 1: Logical Consequences Document

| Behaviour | Positive action to make a difference | Logical consequence |
|---------------------|--|--|
| Medium Level | | |
| Refusal to work | Distraction and diversion - ‘come and sit down, let’s look at your work together’ Praise/recognition Next steps, recap learning, offer peer support Calming time/calm down toolkit | Restorative discussion Catch up work in free time Record on CPOMs Inform parents |
| Swearing | Distraction and diversion Calming time/calm down toolkit | Restorative discussion Apology to adult and class (either verbal or written) Record on CPOMs Inform parents |
| High Level | | |
| Throwing equipment | Distraction and diversion Remove equipment, short positive discussion about use of equipment. Calming time/calm down toolkit | Miss freetime to discuss behaviour Tidy up mess in free time |

| | | |
|---|---|--|
| Arguing with adults | Model positive communication Seek support | Miss freetime to discuss behaviour Apology to adult |
| Damage to property/ equipment | Distraction and diversion Remove equipment, short positive discussion about use of equipment mess Mend/ replace broken items | Miss freetime to discuss behaviour Tidy up mess Mend/ replace broken items |
| Fighting | Risk assessment Distraction and diversion Remove from area | Miss freetime to discuss behaviour Restorative conversation with other party (if appropriate) |
| Leaving the classroom without permission | Distraction and diversion Model positive communication Seek support | Miss freetime to discuss behaviour and catch up with any missed learning |