Roseberry Primary School
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Policy for Behaviour

Approved by the Governing Body:	**October 2014**
Interim Review:	**October 2017**
Review Date:	**October 2019**
Head teacher:	**Maggie Fearnley**

Mission Statement

"Good Behaviour is a necessary condition for effective teaching to take place."

(Education Observed 5 – DES 1987)

At Roseberry Primary School we seek to encourage a calm, purposeful and happy atmosphere where good relationships exist within a caring environment where all children are given the opportunity to achieve their potential. As well as this, we place the United Nations Convention of the Rights of the Child at the heart of our practice to improve well being and help all children and young people realise their potential.

Children are encouraged to develop independence and self discipline in order to demonstrate the accepted behaviour and act in a way which allows all children to have their rights respected.

A consistent approach to behaviour amongst the school community ensures that all pupils, staff and parents work to a common goal based on mutual respect and understanding of others.

At Roseberry we are careful to distinguish between the child and their unacceptable behaviour. We ensure that all children understand they have a part to play when making choices about their actions so that all children have their rights met.

WE ALL HAVE AN EQUAL PART TO PLAY!

Rewarding Good Behaviour

The basis of our reward system is the acknowledgement and celebration of good behaviour. We seek to inspire children to achieve high standards of discipline and academic achievement by praise, encouragement and positive reinforcement of good behaviour. At Roseberry, this is achieved in a number of ways.

- Effective use of praise linked directly to the Golden Rules
- Verbal praise and smiling at children
- Stickers or smiley faces
- Certificates
- Golden Time
- Sending good work to other staff members for reward or praise
- Good work assembly
- Individual class reward systems
- A golden ticket system for children who display good behaviour above and beyond what is expected of them.

Praise

Teachers will reward children for work or good behaviour with a variety of different rewards, e.g. stickers, verbal praise and discussion about what the child has done.

On occasion children will be sent to other colleagues or the Head teacher when the teacher feels that the child has made a special achievement in the context of their ability.

Certificates

Pupil of the Week – Each class teacher will choose a specific focus for their class at the beginning of the week, e.g. bringing in homework diaries, reading at home, respecting the rights of others or for a special effort or achievement in a particular subject. The focus for the week should be shared with children on a Monday and displayed in a place where children can be regularly reminded about it during the week. A child from the class will be awarded with a certificate during the Friday assembly.

Attendance certificates will be given each term for full attendance and accompanied by a small prize.

Reward certificates may be given out in assembly, an example would be for swimming.

Golden Time

All children will be given 30 minutes of golden time on a Thursday or Friday afternoon. Time lost during the week will be deducted from golden time.

Golden time activities will be planned during the first week of each half term with the children. It is important that staff support children in choosing a variety of activities to

broaden their experiences. The children will then choose, as a class, which activity they will do each week. Activities may on occasion be linked to topic work or to the time of year. The activities and rights of access will be displayed prominently in all classrooms next to the traffic light system.

Teachers in Early Years will consult with children about the activities they would like to do for golden time but may also suggest further activities which may be more appropriate.

Children who are given a reminder and a warning will be asked to move their name from the green traffic light to the amber and then to the red (if this behaviour continues). Children who are moved to red will miss 5 minutes of their Golden Time for that week. At this point staff need to consider whether an individual behaviour plan would be more suitable for the child.

One activity will be chosen by the children as an end of term treat which will last for a longer period of time. This will only be for those children who have consistently followed the golden rules. Parents will be informed of the end of term treat during the first week of each term by the weekly newsletter. Children who have made three moves on the behaviour system over the term will miss the end of term treat. A move from green to amber constitutes one move, a move from amber to red constitutes a further move therefore two moves have been made, a third move would result in the loss of the end of term treat. A child who moves straight to red should be regarded as having had two moves so a further incident would also mean loss of the end of term treat. It is important that as soon as a child has been moved to the red traffic light, the class teacher speaks to the child's parents or carers preferably in person or if not over the phone and considers whether the child should remain on the school behaviour system or be given their own individualised plan. (See **Addendum – November 2011** section for more information)

Good Work Assembly

A good work assembly will be held every two weeks led by Key Stage 2 children.
Two children from each class will be selected to present some work to the rest of the Key Stage. They will be presented with a certificate.

Rights Respecting Schools Assembly

A RRSA assembly will be held every two weeks with the aid of the school Rights Respecting Champions. The focus of this assembly will be current Rights Respecting issues within school, the local community or around the world.

Classroom rewards

It is expected that teachers have a positive reward system in addition to the traffic light system which is appropriate to the needs of the children within their class. The same system may be used between both classes in the same year group.

Golden ticket system

The golden ticket system works alongside the classroom traffic light system. It is for children whose behaviour is above and beyond that expected of them. When a member of staff feels a child has display exceptional behaviour, they will be given a golden ticket and their name will be displayed on the golden briefcase in their classroom. During the Friday assembly children will take their golden tickets and place them in the golden briefcase, which will be located in the main hall, KS1 and KS2 will have their own briefcases. At the end of each term a ticket will be selected from each briefcase and the child whose name is on the ticket will be given a ten pound voucher for themselves.

Children outside of the behaviour system

At Roseberry we recognise that the usual systems for rewarding good behaviour do not work for all children and therefore different provision needs to be made for them.

These children will each have an individual behaviour plan with a target chart. The teacher will consider the needs of the child when setting achievable targets with a view to improving behaviour and returning to the school system where appropriate. If children reach the targets that have been specifically set for them they will receive rewards which have been decided on between the teacher and the pupil at the beginning of the week. Regular meetings will be held with parents to discuss progress as we believe parents need to play an active part in changing behaviours. Specific behaviour related activities will be completed during golden time led by a TA.

Attendance

Each week in the celebration assembly the class who have had the best attendance of the week receive a trophy and a monetary voucher for the class which can be used towards trips or treats for their class. If this class has also gained 100% they will be given an additional voucher. If all of the children come into school and are registered on time the class also earns an additional 50p voucher per day. In addition to this a numbered ball is selected from a box, each number refers to the number of a child on the class register. If the child selected has had 100% attendance, is dressed appropriately in school uniform and has remained on green on the behaviour system all week their class will receive an additional voucher towards their class fund. Children will not be named in the assembly if they have not met all the criteria but will be celebrated if they have. All money collected for attendance rewards will be saved and spent at the end of the year on a treat of their choice.

The School Rules

Roseberry Primary School has adopted the Golden rules as they provide the children with a positive and negative statement of what is and is not expected, teachers will regularly refer to the golden rules as children move through school and become familiar with them. They will also be displayed in classrooms and public areas for all to see.

We are gentle	We do not hurt anybody
We are kind and helpful	We do not hurt the feelings of others
We work hard	We do not waste our own or others' time
We look after property	We do not waste or damage things
We listen to people	We do not interrupt
We are honest	We do not cover up the truth

(Key Stage 1 only use the positive statements)

At the start of each year, each class will devise a class charter which incorporates the rights of the child and their own set of agreed actions to respect the rights of others which will compliment the Golden rules. These will include agreed actions with regards to wet playtimes. Charters are also integrated into other areas around the school such as the lunch hall and the playground.

Children should be reminded that they are to follow the Golden rules at all times including PE sessions, sporting events, after school clubs and trips outside of school.

Sanctions for Unacceptable or Inappropriate Behaviour

Children should know and understand why their behaviour has been inappropriate or unacceptable and appropriate actions taken.

Sanctions are as follows:

Stage 1: Reminder about expectations and what consequences will follow.
Stage 2: Warning given.
Stage 3: Removal from the situation, isolation within the classroom.
Stage 4: Removal to another classroom (work of an appropriate level to be taken and completed in isolation).
Stage 5: Taken to the Head teacher.

Refusal to do as asked, swearing, fighting, stealing or hurting others will result in immediate removal to the Head teacher or a senior member of staff.

At stage 3: Children will move to the amber traffic light.
These actions represent a loss of 5 mins of Golden Time.

At stage 4: Children will move to the red traffic light
These actions represent a loss of 10 mins of Golden Time and parents will be informed by the class teacher in person on over the telephone.

At stage 5: The Head teacher will speak to the pupil and will consider what actions need to be taken. Parents will be contacted and invited into school to discuss the pupil's behaviour.

We feel it is important that each day allows the children a fresh start therefore only the stage 4 action is carried forward through the week.

Physical Restraint

Restraint will only be used in the most extreme circumstances when there is a safety concern.

We are not entitled to use force, man handle children, pull, push, drag or grab them except to prevent injury to themselves or others.

Children who have been identified as a potential risk to cause themselves or others injury will be included on the SEN register, their specific needs detailed on an Individual Behaviour Plan along with agreed actions (which will also be agreed to by parents) and a nominated persons to deal with their behaviour.

If we use force in other circumstances a parent is entitled to pursue the matter fully and the teacher or supervisor involved would if found to have used physical force or restraint for reasons other than preventing injury to a child, be likely to face disciplinary proceedings.

Exclusion (See also exclusion policy)
When a child's behaviour represents an unacceptable threat to health and safety in school or to the educational progress of others in school the Head teacher may consider excluding for a fixed term period or in exceptional cases permanently.

Leaving the Premises
In the serious event of a child leaving the premises, the Head teacher or members of the Senior Leadership Team should be informed immediately. They will be responsible for informing the police and the child's parents or guardians. A member of staff should observe the child if practical to do so, but on no account should they chase or follow the child.

School Trips and Sporting Events
We aim to include all children in school trips and sporting events that take place during school hours.

If there are any concerns about individual or group safety a risk assessment will be carried out before places are confirmed.

The Wider Community Responsibility

The School Community
The behaviour policy is the responsibility of all within the school. It has been devised by the staff and shared with other members of the community in order that it can be applied fairly and consistently and be followed by all pupils, staff, and parents and as appropriate visitors to the school.

Parents

At Roseberry we work with parents to improve the behaviour of their children. They are informed when incidents occur, are given the circumstances and are invited to discuss the situation if they or the school feel it necessary to do so. On occasion a home-school book is used to inform the parent on a daily basis about their child's day.

We ask parents to:

- To encourage their children to recognise the importance of education and learning.
- To back the application of the behaviour policy, and its systems, rewards and sanctions.
- To encourage their children to respect staff, pupils and the school environment.
- To expect their children not to behave aggressively or violently.
- To keep school informed about occurrences at home that may impact on their child's behaviour in school.

The Governing Body

The governing body has a responsibility for the health and safety of the whole school and for ensuring there is a positive ethos which leads to enhanced learning by the pupils.

Staff Training/Professional Development

Staff will take part in training as and when required to inform them of current practices. Behaviour issues are included in staff meetings at least once per term as part of SEN monitoring and updating procedures.

The school regularly works with outside agencies including the Behaviour for Learning Service to develop strategies to deal with the needs of specific children when concerns are raised about them and the initial steps taken in response have had little or no effect.

All staff will be correctly trained in positive handling in order to ensure, should the need arise, they understand and are able to use restraint safely.

Links to other Policies

See attendance policy for details with regards improving attendance.
Exclusion policy
Anti-Bullying policy
Peer to Peer Abuse Policy and Procedure
Single Equality policy
Positive Handling policy

Policy Review
This policy document will be reviewed bi-annually by the Head teacher, Behaviour Team, Staff and Governing Body.

Addendum – November 2011 (Reviewed October 2016)

A move on the behaviour system from green to amber constitutes one move.

A move from amber to red constitutes a further move therefore two moves have been made.

A third move would mean a loss of the end of term treat.

A child who moves straight to red should be regarded as having had two moves so a further incident would mean a loss of the end of term treat.

When a child moves to red they should be removed from the classroom immediately and should lose five minutes golden time.

Phase 1 (Nursery): A child should be sent to another classroom for a period of 20 minutes
Phase 1 (Reception): A child should be sent to another classroom for a period of 1 hour.
Phase 2 (Key Stage 1): A child should be sent to another classroom for the morning or afternoon.
Phase 3 (Key Stage 2): A child should be sent to another classroom for a whole day.

Teachers are responsible for sending age and ability appropriate work for children to complete in isolation as children should not disrupt the learning of the children in the class they have been sent to.

Each half term is a fresh start for all children so all children start on the school behaviour system if appropriate.

Anti-Racist Policy

What is a racist incident?

The Macpherson Report and the Home Secretary's Action Plan urges 'the police, local government and other relevant agencies' to adopt the following as their definition of a racist incident:

A racist incident is any incident which is perceived to be racist by the victim or any other person.

As a result of this, we must ensure that our Behaviour and Equal Opportunities Policies meet these recommendations to prevent racist incidents in our school.

We have adopted the recommendations given by the Local Authority in the following documents, 'Dealing with Racist Incidents: Policy and Guidelines for Schools' and the 'Education for a Multi-ethnic Society: Guidelines for Schools.

Examples of Racist Incidents

- Insults
- Jokes
- Graffiti
- Abusive letters
- Refusal to co-operate with pupils because of their cultural or their origin
- Physical assault
- Possession of racist materials
- Damage to property
- Theft
- Racist comments
- Ridicule of an individual's cultural or ethnic background
- Incitement of others to behave in a racist way

Dealing with Racist Incidents

Roseberry Primary School is committed to equality of opportunity, integration, combating bullying in all its forms and creating a safe and secure learning environment for all its pupils. In order to deal effectively with racist incidents we will:

- Adopt the Local Authority's definition of a racist incident
- Encourage pupils to report racist incidents
- Ensure that racist incidents are take seriously
- Make it clear that racist incidents are unacceptable

- Give support to the victim
- Contact parents of both the victim and perpetrator if repeat events occur
- Use the curriculum and acts of worship to discourage racism in general
- Record all racist incidents
- Follow the recommendations for reporting racial incidents to the governors, Local Authority and parents.

Sanctions for Dealing with Racist Incidents

- Immediate verbal reprimand
- Formal apology to the victim
- Letter of apology to the victim
- Loss of playtime

More serious incidents may require

- A letter home to parents
- A report to parents of the victim and perpetrator
- Exclusion from lunchtime
- Fixed term exclusion
- Permanent exclusion

Recording and Reporting Racist Incidents

- All incidents must be recorded on the 'Racist Incident Monitoring form'
- The Head teacher will report the number of incidents to the Governing Body

The Golden Rules

We are gentle	**We do not hurt anybody**
We are kind and helpful	**We do not hurt the feelings of others**
We work hard	**We do not waste our own or others' time**
We look after property	**We do not waste or damage things**
We listen to people	**We do not interrupt**
We are honest	**We do not cover up the truth**

Playground and Field Rules

- Stay on the playground, unless the teacher on duty gives permission to access grassed areas.
- Use only games equipment provided by the school.
- Follow the rules of any organised games.
- Bands denote which class or Year group can use the fruit or fixed play equipment.

Lining Up

When the whistle is blown, you should:

- Walk sensibly to your line when asked to do so.
- Wait quietly for your teacher.

Guidance for Lunchtime Supervisors

- **Golden Rules apply at all times**:
  We are gentle/ We do not hurt anybody
  We are kind and helpful/ We do not hurt the feelings of others
  We work hard/ We do not waste our own or others' time
  We look after property/ We do not waste or damage things
  We listen to people/ We do not interrupt
  We are honest/ We do not cover up the truth

- Stay on the playground, unless the teacher on duty gives permission to access grassed areas.

- Use only games equipment provided by the school.

- Follow the rules of any organised games.

- Bands denote which class or Year group can use the fruit or fixed play equipment.

- **Lining Up**
  When the whistle is blown, you should:
  Walk sensibly to your line when asked to do so.
  Wait quietly for your teacher.

- **Additional Guidance**
  Wait with the class until the teacher arrives.
  Promote positive behaviour with stickers.
  Use calm, quiet voices and use praise to promote good behaviour.

Dining Hall Rules

- We line up and walk sensibly.
- We use please and thank you.
- We sit where we are told.
- We take off our hats and coats before we eat.
- We talk quietly.
- We put up our hands if we need something.
- We use our knives and forks.
- We do not share our lunches.
- We scrape our plates.
- We put our rubbish back in our lunch boxes.

Our Behaviour System

I will be reminded regularly by my teacher about their expectations for my behaviour and what will happen if I do not follow them.

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I will be given a reminder about what is expected of me and what consequence will follow.

*

I will be given a warning.

*

I will be asked to move to a different place in the classroom
I will have to move my name from the green traffic light to the amber one.

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I will be asked to move to another classroom and will lose 5 minutes of golden time.
I will have to move my name from the amber traffic light to the red one.
My parent or guardian will be informed about my behaviour by my teacher in person or over the phone.

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I will be sent to the Head teacher who will decide what actions to take.
My parents will have to come in to school to speak about my behaviour.

*

If I display exceptional behaviour my teacher may decide to give me a Golden Ticket which I will put into the Golden briefcase during the celebration assembly, where I will be in with a chance of winning a gift voucher at the end of the term.