



# Reevy Hill Primary School

## Policy Documentation

### Behaviour Policy

#### OUR VISION

To ensure that all children can develop a behaviour for learning that will help them to succeed in a happy, safe and purposeful environment.

**Responsibility for Review: Headteacher/Deputy Headteacher**

Relationship to other Policies	Date	Status
	February 2018	Governor Approval
	February 2019	Review

## **Reevy Hill Behaviour Policy**

### **Autumn 2017**

At Reevy Hill Primary School we believe that all the children in our school can develop a behaviour for learning that will help them to succeed in a happy, safe and purposeful environment.

We have the following values which underpin our behaviour policy:

- 1) Ready and willing to learn
- 2) Resilient and put 100% effort into all we do.
- 3) Respectful of others, our school and property
- 4) Empathetic and understand how people feel.
- 5) Self-controlled with our actions and words.

When we do this, we are:

The best version of ourselves at all times

Proud of ourselves, our school and each other.

### **Aims/Rationale**

The aim of this policy is to clearly embed the school's values within our expectations of behaviour from every child; to ensure that all members of the school community understand what is meant by good behaviour and the consequences of poor behaviour. This policy also enables teachers to comply with teaching and learning standards set of by the DfE which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create a positive and effective learning environment.

The policy covers all pupils and the procedures contained must be adhered to by all staff to ensure that continuity of approach and consistency of response.

It is expected that staff and pupils will work together to create a safe and secure environment for all. That staff will operate in an atmosphere of relaxed vigilance to support all pupils. It is accepted that the calm, consistent and careful handling of situations generally lead to a successful outcome. Teachers have statutory authority to discipline pupils for poor behaviour which occurs in the school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils (unless the Headteacher states otherwise).

The policy applies to pupils both in and out of school. School staff will act appropriately whenever pupils' actions could have repercussions for the orderly running of the school, poses and threat to another pupil, themselves or member of the public or could adversely affect the reputation of the school.

## **Reevy Hill Primary School Values and Learning Behaviours**

Everyone at Reevy Hill Primary School is always:

- 1) Ready and willing to learn**
- 2) Resilient and put 100% effort into all we do.**
- 3) Respectful of others, our school and property**
- 4) Empathetic and understand how people feel.**
- 5) Self-controlled with our actions and words.**

All pupils sign a Reevy Hill Promise Contract along with the school and their parents. This helps set the foundations for expected behaviour. This contract forms part of the school's home-school agreement.

### **Positive Behaviour Rewards**

- **House Points** - Children earn these as a whole school reward system. These can be awarded by any staff member at any point of the day. House Points are awarded for positive learning behaviours, such as: Collaborative learning, resilience, ready for new learning, effort and respect. House points are recorded in classrooms and they are collected by House Captains, from Year 5, who then present them in celebration assembly, weekly.
- Each week, the House with the most points receives a House Sticker, this is displayed on the House Points display. At the end of each term, the house with most House Stickers is rewarded with a non-uniform day.
- **Enrichment Golden Time** – this is specifically related to upholding the Reevy Hill Primary School Values. Every Friday afternoon, pupils who have upheld the Reevy Hill Primary School Values access skills based enrichment activities/projects over the a number of weeks. Staff share their the focus of their sessions and children sign up to one of the half term projects which are exciting and engaging with a clear outcome. Any pupil who has broken one of the core values does not access the full Golden Time session and instead some or all of this time is spent at a Circle Time activity with the Learning Mentor to discuss their choices and to make a positive plan for the forthcoming week.
- **Learning Superstar of the week** – Class teachers select a pupil each week to award their certificate to. The certificate must be given in acknowledgement of positive learning behaviours seen during the week e.g. being empathetic, being resilient, asking good questions and managing distractions. Teachers add the pupil's name and photograph to the weekly assembly PowerPoint. Parents of the children are also invited to attend the celebration assembly.
- **In-class rewards.** Class teachers may have their own rewards that are age appropriate and run within the classroom.
- **Individual rewards.** For some children, it may be appropriate for them to have an individual reward chart. This is to help the child to actively improve their behaviour through encouraging the correct choice and learning to manage their behaviours. This is managed through the Inclusion Team and referral systems.

## Consequences

The behaviour system aims to encourage the pupil concerned to calmly respond and return to their work focus in a timely manner with minimal disruption. Each class follows the agreed flow chart which is designed to allow children a short amount of “take up” time to return to the correct behaviour. For children not willing to follow the school’s values, the flow chart provides them with time-limited chances to refocus with sanctions built in to the process. Children who are still not able to return to their work are asked to work with the Learning Mentor to remove them from the classroom environment with minimal disruption.

### **The range of responses includes:**

- Calm and quiet reminder to reset behaviour and share expectations.
- Voiced disapproval and request to stop the unacceptable behaviour.
- Use of the in class flowchart: which is intended to return the child to learning behaviour and avoid escalation.

### Behaviour flowchart

<u>Early Years</u>	<u>Key Stage 1 &amp; 2</u>
Child starts the day on the sunshine image	1) Verbal rule reminder- I expect...
Child given a verbal reminder to reset their behaviour and are moved to the cloud icon	2) Given a warning: reset behaviour or lose 5 mins of break (Take up time)
Child asked to sit at the “Thinking Chair” for 2-5 mins and are moved to the grey cloud	3) 5 mins off break and 2nd warning: reset behaviour or lose 10 mins (Take up time)
Child escorted to another class to sit in the safe space for no longer than 5 mins	4) 10 mins off break and final warning: reset behaviour or leave classroom. (Take up time)
Child taken to HT/DHT	5) Asked to go to another classroom or with the Learning Mentor to complete their work until end of the session. (a log of this behaviour needs to be completed for LM) 6) Sent to Phase leader (parents informed) 7) Sent to see Deputy Headteacher or Headteacher.
<p>Each session the cycle begins again to allow the learner the opportunity to return to good behaviour.</p> <p>Up until point 5 the focus is on developing the attitude for learning and returning to work. Lunch times have a similar approach but it is time in which is standing with the adult.</p> <p>*for more extreme behaviours the flowchart can be accelerated to the appropriate level.</p>	

**Where behaviour is more extreme, a member of the SLT will deal directly with the incident in liaison with any other adults involved.**

**Reevy Hill will not accept the following behaviours:**

- Aggressive, intentional physical contact towards pupils or adults
- Refusal to follow adult instructions
- Leaving the classroom without adult permission or supervision
- Bullying
- Behaviour that discriminates against others based on the following 9 protected characteristics:
  - age
  - disability
  - gender reassignment
  - marriage or civil partnership (in employment only)
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation.

The school takes bullying extremely seriously and has further details in the school's Anti-Bullying Policy.

In these cases the Headteacher or Deputy Headteacher will decide an appropriate sanction in response which may be one of, but not limited to, the following:

- After school detention – agreed with a parent (for safeguarding)
- Behaviour report- scoring behaviour after each session and keep a record to track patterns.
- Isolation for a fixed time – agreed with parent dependent on the severity of the consequence. It may also require supervision to be provided by a parent for this time.
- Fixed term exclusion (with agreement from the Trust's CEO)
- Permanent Exclusion (with agreement from the Trust's CEO)

**The role of the Learning Mentor**

A designated room in school is used to support the pupils' social and emotional development. It is used by the Learning Mentor and The Behaviour Support Team to carry out work with pupils and groups of pupils. It is also a place where social, emotional and behavioural development takes place for any targeted pupils and for any pupils to access if they are worried about something. This is also used to deliver restorative practice following consequences stated in the flowchart. Pupils who have not completed work in lessons or need to consider their behaviour choices as part of the flowchart may do so in this room.

## **Behaviour tracking, reporting and monitoring**

If pupils' behaviour escalates to point 5, staff complete a behaviour log providing brief details of the incident. The log is added to the tracker system by the Learning Mentor so that behaviours, stages, language and pupils can be analysed and necessary support be implemented. The learning mentor collates this information ½ termly and shares the outcome with Senior Leaders and class teachers to ensure that individual and class behaviour trends are identified and addressed through the curriculum. CPOMs should only be used to log serious incidents such as: bullying, racism, homophobic, and violent incidents.

Pupils who are finding it difficult to manage their own behaviour may need to have a Behaviour Plan. All staff are mindful of the possible reasons behind a child's actions. If staff consider the child to be at risk of harm they should inform the designated safeguarding lead (DSL) immediately as outlined in the school's Child Protection Policy.

The child's behaviour plan is drafted by the relevant member of staff and discussed with parents and staff including the SENCO and the Class Teacher. A review date is fixed for the plan. Through discussions with the pupil, parents and staff an appropriate, child friendly recording system will be produced which allows the pupil to take ownership of their plan and their behaviour.

Reevy Hill Primary School values its relationships with parents and carers. When it is clear that poor behaviour has adversely affected the learning of pupils in class, a pupil's parents or carers will be contacted and the contact logged to alert them to the matter. The aim of involving parents is to work together to correct the behaviour and maintain positive relationships.

In some circumstances it may be necessary to involve additional agencies to support the pupil. This may involve the Education Psychologists, for example.

There will be situations, despite repeated and concerted attempts to correct behaviour, when the relationship between school and a pupil may have deteriorated beyond recovery. School has to ensure that it is fulfilling its duty to all pupils and this may lead to exclusion or even a change in provision. Such decisions are not taken lightly and would include consultation and due reference to the CEO and Board of Directors.

### **Parents**

Parents/Carers will be expected to endorse the school's values by signing the Reevy Hill Promise Contract annually/upon admission to the school. Parents will also be informed of the school's expectations around behaviour via the school's website.

### **We ask that:**

- If parents wish to discuss the management of behaviour, relating to their child, in school that they make an appointment with the class teacher, Parent Involvement Worker or a member of SLT.
- Parents model respectful behaviour to their children

- Pupils are expected to behave appropriately and respectfully towards all members of the Reeve community and to follow the “Reeve Hill Promise” whilst taking responsibility for their own actions.
- If your concerns are not addressed, that you can discuss them with the Headteacher or follow the school’s complaints procedures which can be found on the website.

### **Exclusions**

Although the school will go to great lengths to work with parents and carers of a pupil who is presenting severe behavioural problems, it may be necessary to exclude the pupil for a period of time. There will have been regular contact with parents/carers beforehand to try to resolve the issue so the decision to exclude a pupil will not be unexpected.

The decision to exclude is that of the Headteacher in consultation with the CEO of Leading Learners MAT. In the letter to parents/carers they are reminded of the right to appeal to the Governors if they disagree with the exclusion.

On return to school, an exclusion reintegration meeting will be held by the school and parents will be expected to attend. The purpose of this meeting is to discuss and agree strategies to avoid a reoccurrence of the behaviour and to understand what will happen if the behaviour is not addressed.

### **Searching and confiscating items to safeguard children**

Reeve Hill Primary School has a responsibility to safeguard children’s safety and well-being. Following guidance from the DfE and with the Headteacher’s authorisation, school staff may search pupils and their possessions for any item which may cause harm, disrupt teaching or go against the principles of this policy.

Please refer to: Searching and Confiscation Policy DfE guidance: Searching, screening and confiscation: Advice for Headteachers, school staff and governing bodies 2014

### **Pupil behaviour outside of the school premises**

Reeve Hill Primary School acknowledges its responsibilities to our pupils outside school and those who are not behaving appropriately. If staff or parents report an incident of poor behaviour or bullying to school an appropriate member of staff will thoroughly investigate and a consequence will be applied, if necessary. Consequences, as set out in this policy, may be applied, as may exclusion, under the direction of the Headteacher.

Subject to the behaviour policy, teachers may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school –organised or school related activity
- Travelling to or from school
- Wearing school uniform or in some way is identifiable as a pupil at Reeve Hill

Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

### **Safe use of physical control**

Pupils and staff need to be safe and protected, this will sometimes involve positive handling designed to bring control to the actions of a pupil who has lost control. Such control is carried out within a legal framework agreed with the Local Education Authority and would be applied in the following situations;

- To ensure the safety of all children and staff.
- To protect the child from causing injury to themselves, others or damage to property.
- To prevent a child from behaving in a way that affects learning and orderly behaviour of others within the school.

Whenever staff use positive handling, parents/carers are always notified of the incident and the actions taken. A record of the incident is maintained by the Senior Leadership Team. Specific staff are trained in TEAM TEACH and this is updated regularly. This provides staff with the knowledge and skills to deal with situations that may require use of positive handling. Staff are committed to using safe and effective forms of controlling pupils' behaviour and the control is used under the guidelines adopted as part of Team Teach.

Please refer to Reevy Hill Primary School's Positive Handling policy

### **Malicious accusations against school staff**

Accusations made against school staff are thoroughly investigated. Should the investigation prove that the accusation was malicious, a suitable consequence will be agreed between the Headteacher and parents. Further support for the child with regard to mental health or safeguarding will also be discussed.

Staff will be supported through school and authority procedures.

### **Leadership, Management and Governance**

Governing Bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that the functions are carried out with a view to safeguarding and promoting the welfare of the children this would include;

- Ensuring the school complies with this policy
- Ensuring that the school's policy and its procedures and strategies are carried out and monitored.
- Ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions taken to address issues arising
- Governors will support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.

- The Chair will reasonably consider any appeal against a decision made in relation to this policy.

## **Responsibilities**

### **The Headteacher and Senior Leadership Team**

To implement this policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and have access to it.

To work to maintain high standards of behaviour and ensure that this policy is implemented in fair, effective and non-discriminatory way.

To ensure that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy

To respond appropriately to any complaint made to the school in relation to this policy by pupils and/or parents/carers.

To ensure that incidents of poor behaviour or bullying are dealt with and recorded appropriately.

To report to Governors regularly regarding any incidents in relation to this policy

### **All Staff**

To be vigilant in all areas of the school in relation to any type of poor behaviour, harassment and/or bullying and ensure that appropriate and fair action is taken in relation to any such incidents.

To take appropriate action in response to incidents arising and to ensure that all incidents are recorded.

To be role models for pupils and treat all other staff and pupils with respect in keeping with the school's values.

To be consistent in the application of this policy and feedback to the SLT any relevant points regarding the effectiveness of this policy or behaviour management procedures.

To partake in regular training regarding behaviour offered by in school staff.