



Redlands Community Primary School

Working Together and Aiming for Excellence

Positive Behaviour Policy

Our vision:

Working together and aiming for excellence, by preparing our children to become independent life-long learners, who are curious to know their future self.

Redlands R's:

Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness,
Respect

This behaviour policy should be read in conjunction with the schools:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Behaviour for Learning Policy

Approved by: Advisory Board

Date: Summer 2020

Last reviewed on: May 2020

Next review due by: May 2021

Rational

At Sibley Redlands Primary School, we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behaviour policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, have an ethos of respect and responsibilities. This policy supports the Sileby community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention,

At Sileby Redlands Community Primary School, our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management. It is essential that there is consistency with our behaviour expectations across the whole of the curriculum, including outside learning such as PE.

Graduated Behaviour System:

At Sileby Community Primary School, we follow a graduated behaviour system. Each classroom will have a representation of the coloured stages on display with their name on it. This helps the children to see how well they are following the school rules/or how they can improve their behaviour further (Appendix 1). It also allows staff to monitor the behaviour of classes and individual children:

For the effective and fair use of the behaviour system the school day is split in to 2 parts morning (before lunch) and afternoon (after lunch) where children are automatically reset back to green behaviours. If a child is displaying silver or gold behaviours, they will move their name/photo onto the silver and golden star to shine. If children continually achieve the golden star, they will be considered for the Golden Book Assembly at the end of term. If a child has a red behaviour, they will miss their breaktime to attend 'Red Card Duty' or fifteen minutes of their lunchtime (appendix 2). If it has occurred in the afternoon, they will miss their playtime the following day. The graduated system is to be adhered to and followed through during all learning times: lessons, assemblies and transition times between lessons i.e. moving from the hall to the classroom and during playtime and lunch time (see play and lunch stages). Under the discretion of the class teacher, to help a child self-regulate their behaviours, they may be given a Self-regulation Behaviour Chart to help them stay on track (appendix 3). If a child has 3 red cards in a week, senior leaders will contact parents immediately to inform them that their child is at risk of exclusion. If the child continues to disrupt the learning of other pupils, a meeting will be arranged with a Senior Leader and will have an agreed Behaviour Strategy Card (appendix 4) and there will be the possible need to exclude them from school if the child does not adhere to the Behaviour Strategy Card. However, in some cases, a child may benefit from having a Personalised Behaviour Plan put into place at the discretion of the Class Teacher and SENDCo (appendix 5). After any exclusion, a child and his/her parents will be expected to attend a return to school meeting with a senior leader and/or their Phase Leader. The child will have two daily check-ins to ensure they are on track to make the right choices and avoid any further exclusions.

Serious Incidents

A behaviour displayed by a child may be deemed to be a serious incident. This may include hurting another child or a member of staff or causing an incident in the classroom which leads to the rest of the children having to be evacuated. Other actions may be considered after discussion with the phase leader or member of the senior leadership team. The consequence for this incident may be an internal seclusion of a specified amount of time. After a serious incident, there will either be a telephone call or a meeting with the SENDCo, Phase Leader or a member of the SLT and parents/carers of the child. A supportive and tailored plan will be put into place actioning the support the child will receive and the timescale of the next review. The plans are to be reviewed on a regular basis with adjustments made as needed.

Clubs after and before school

The behaviour policy extends to clubs (breakfast clubs and after school clubs). The graduated system will be adhered to in the same way as it would in the classroom. Continuous unacceptable behaviour at breakfast club or after school club may result in the child being excluded from the club for a fixed term or being permanently removed from the club if the Head teacher feels that the Health and Safety of the other children and or adults in the club is compromised.

Lunchtime and playtime graduated stages

Stage 1 The child should be verbally warned and positively reminded of acceptable behaviour.

Stage 2 The child should be verbally warned for a second time.

Stage 3 The child should be sent to the named person in charge at lunchtime or the adults(s) on duty at playtime for their name and incident to be recorded and to discuss their behaviour.

Stage 4 The child will be sent inside the 5/6 block for 'time out' with a member of the pastoral team.

Stage 5 The child will be sent to a member of the SLT and a red card will at this point be issued by the adults on duty. Depending upon the severity, parents may be contacted. As above, the child will attend Red Card Duty next playtime or lunchtime. During lunchtimes, only children with lunchtime passes will be allowed access inside the school. If there are children who are inside school and they do not have a pass they will be challenged and asked to go outside.

Examples of behaviour that would directly go against the school's expected behaviour at playtime/lunchtime:

- Running in and out of the school
- Playing in the toilets
- Going to the toilets without asking for direct permission.
- Dropping litter
- Disrespecting adults
- Deliberately seeking confrontation
- Minor aggression
- Intentionally hitting others on one occasion

Behaviour that requires direct referral to the pastoral team/SLT

- Fighting
- Persistently hitting others intentionally
- Biting
- Plus, all the behaviours displayed in the 'red' section of the behaviour system.

Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Personalised Behaviour Plan- see Appendix 5) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the SENDco. Key members of staff have MAPA training (Management of Actual or Potential Aggression) and where necessary will be called upon to use reasonable force to prevent pupils from harming themselves and others. Where there is a need, children will also have time with our SENDCo, Family Support Worker and also our ELSA to ensure additional interventions are in place for all.

Prevention of Bullying

At Sileby Redlands Community Primary, we have high standards of behavioural expectations and we take bullying extremely seriously. This policy promotes respect and tolerance for each other and the school, helping pupils towards the understanding of what is right and wrong and supports everyone in forming good relationships with peers. We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perceptions of bullying. For more information regarding bullying, please see our Anti-Bullying policy and strategy.

Roles and responsibilities

The advisory board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. Behaviour is discussed at Advisory Board meetings and our Advisory Board undertake learning walks also.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems
- To follow the Behaviour for Learning Policy

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ House points
- ✓ Postcards, texts or phone calls home to parents
- ✓ Special responsibilities given

Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- A Self-regulation Behaviour Chart (appendix 3)
- Sending the pupil to a buddy class
- Expecting work to be completed at home, or at break or lunchtime
- Missing some of their social time to reflect
- Referring the pupil to the phase leader or a senior member of staff
- Letters or phone calls home to parents
- A Behaviour Strategy Card (appendix 4)
- Agreeing a personalised behaviour plan (appendix 5)
- Meetings with parents/carers with phase leader or senior member of staff

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to their buddy class during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from out site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip the last resort.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. We cater for all needs of children and where necessary, personalised behaviour plans are in place.

Exclusions

On rare occasions there may be a need to directly exclude a pupil. This means that the staged behaviour systems would have bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

- 1) **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/carers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
- 2) **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.

- 3) **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions 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

In any of the above circumstances the Head Teacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed.

Malicious allegations against school

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

Physical Restraint

A number of staff members have MAPA training (Management of Actual or Potential aggression). This programme is designed to consider the Care, Welfare, Safety and Security of pupils as well as defuse challenging situations. MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. Possession of any prohibited items include: Knives or weapons, Stolen items, Tobacco and cigarette papers, Fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development. Staff have annual bespoke training with regarding to behaviour strategies and techniques and this training is ongoing throughout the year.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the advisory board every year. At each review, the policy will be approved by the headteacher.

Appendix 1 Redland's Graduated Behaviour Chart

When you walk through the door, this is how we do it here.

<u>WHAT BEHAVIOUR LOOKS LIKE</u>		<u>WHAT HAPPENS</u>
<ul style="list-style-type: none"> ☛ Being a self-regulated learner, taking control of my learning ☛ Using your initiative to help others 	<ul style="list-style-type: none"> ☛ Being a behaviour role model 	<ul style="list-style-type: none"> ☛ Gold Privilege Card ☛ Golden Assembly with parents/carers ☛ Positive praise ☛ 5 House Points ☛ Phone call home from Teacher ☛ Gold stickers
<ul style="list-style-type: none"> ☆ Immediate response to instructions ☆ Modelling/sharing knowledge ☆ Always showing pride in my work 	<ul style="list-style-type: none"> ☆ Always being a good friend ☆ Showing good manners to all in everything we do ☆ Redlands R's Ambassador 	<ul style="list-style-type: none"> ☆ Silver Privilege Card ☆ Three House Points ☆ Redlands R's Certificates/bands ☆ Positive praise ☆ Postcard home ☆ Silver stickers
<ul style="list-style-type: none"> ☑ Golden rules of listening ☑ Following instructions ☑ Being the best that I can be ☑ Helping others 	<ul style="list-style-type: none"> ☑ Showing manners ☑ Being a good friend ☑ Walking on the left-hand side ☑ Using appropriate voices 	<ul style="list-style-type: none"> ☑ Positive praise ☑ Achievement Certificates ☑ End of day, one House Point ☑ Sharing good work with the SLT ☑ House points
<ul style="list-style-type: none"> ☐ Refusing to wash their hands when asked by a member of staff ☐ Refusing to social distance ☐ Bringing inappropriate equipment into school ☐ Lack of respect/attention to others and school property ☐ Sharing equipment with other pupils when asked not to do so ☐ Wandering around unnecessarily during the lesson 	<ul style="list-style-type: none"> ☐ Throwing/flicking items ☐ Talking over adults and children ☐ Refusing to work ☐ Making silly noises ☐ Disrupting learning ☐ Running in school ☐ Inappropriate play ☐ Forgetting your manners ☐ Being disrespectful ☐ Swinging on chairs 	<ul style="list-style-type: none"> ☐ Stop and think card ☐ verbal reminder of expectations ☐ 5-minute reflection time ☐ Confiscating offending items ☐ Reinforce positive behaviour "Well done for making the right choices" etc.
<ul style="list-style-type: none"> ☐ Persistent Yellow Behaviour 		<ul style="list-style-type: none"> ☐ Stop and think card ☐ Miss 5 minutes of break/lunch ☐ Reinforce positive behaviour "Well done for making the right choices" etc ☐ Potential phone call home ☐ Conversation with Phase Leader
<ul style="list-style-type: none"> ☒ Any behaviour that is likely to increase the risk of infection of Covid-19 or cause alarm to others of risk of infection ☒ Threatening to cough/spit/bite ☒ *Bullying ☒ *Homophobic language ☒ *Racist/sexist comments 	<ul style="list-style-type: none"> ☒ *Verbal abuse to adults/ child ☒ *Damaging property ☒ Stealing ☒ Biting ☒ Spitting ☒ *Indecent behaviour ☒ Violent behaviours 	<ul style="list-style-type: none"> ☒ Automatic Red Card ☒ Sticker sent home in reading diary/ teacher ring parents ☒ Red Card Duty or miss 15 mins of lunch (Friday) ☒ Complete behaviour log and record on online systems (CPOMs) ☒ Call for the pastoral team if required <p>If child is moved straight to red, all the above applies and:</p> <ul style="list-style-type: none"> • Call for pastoral team



- Involvement of SLT
- Parents contacted
- Short fixed term exclusions

Staff and Children have the **right** to work in a happy, secure and safe environment. You have the **responsibility** to make sure that this happens at all times. You will have **consequences** for your actions. SLT monitor your behaviour every day!

Appendix 2 Redland’s Red Card Form



Restorative Practice

Date: _____ Time: _____ Child's name: _____ Class: _____ Others involved: _____

Tick the appropriate below:

<input type="checkbox"/>	Being disrespectful towards adults and children
<input type="checkbox"/>	Disrupting learning
<input type="checkbox"/>	Leaving the room without permission
<input type="checkbox"/>	Refusal to follow instructions
<input type="checkbox"/>	Verbal abuse to an adult or child
<input type="checkbox"/>	Disrespecting Redlands Rs
<input type="checkbox"/>	Damaging property
<input type="checkbox"/>	PREVENT
<input type="checkbox"/>	*Homophobic language/ abuse and bullying
<input type="checkbox"/>	*Physical abuse to an adult
<input type="checkbox"/>	*Physical abuse to a child
<input type="checkbox"/>	*Racist incident



What happened?



What were you thinking about at the time?



What have your thoughts been since the incident?



Who do you think has been affected by your actions? In what way were they affected?



What do you need to do now to put things right?

Where did this take place?

Parent informed? Time? Who by?

Internal seclusion in days:

Exclusion in days:

Reported by:

Entered on SP:

Appendix 3 Redland's Self-Regulation Behaviour Chart



Self-Regulation Behaviour Chart

Name: _____

When I walk through the door, this is how I do it here.

Morning	Monday	Tuesday	Wednesday	Thursday	Friday
Comments					

Afternoon	Monday	Tuesday	Wednesday	Thursday	Friday
Comments					

Appendix 4 Redland's Behaviour Strategy Card

Redlands Learning Engagement Strategy Targets



Name: AN EXAMPLE		Start Date:			Review Date:		Week: 1 / 2 2 / 2
Target:	Monday	Tuesday	Wednesday	Thursday	Friday	Adults Involved:	
To stay in the classroom and only leave when ***** has permission.							
To not distract the learning for other children.							
To not use negative physical interaction with others.							
Rewards: iPad time with a friend for positive day – 10 minutes. Communication with parent/carer with positive message. Time with *****. All relevant staff aware of behaviour plans for overuse of positivity throughout the day. Board games available for rewards.			Consequences: Communication with parent/carer for any negative behaviours. Negative verbal choices (explicit language) – internal exclusions. Negative physical choices (hitting including any physical harm) – external exclusion. Repeated exclusions are recorded on internal behaviour systems and can result in permanent exclusions.			Documents completed: Boxall: <input type="checkbox"/> SDQ: <input type="checkbox"/> Outside agencies:	
Overview/next steps: Classroom time – expectation that ***** stays in the class stay in their seats with no movement without teacher's instruction = behaviour ladder used. When he/she has completed the above, he/she can have time with *****. Truth must be used when bad choices have been made = escalate to SLT. Home school book used with ***** Daily catch up / emails with parent/carer regarding behaviours at school.							



	<p>Any behaviour chart use will be recorded on the internal systems.</p> <p>Decision to move to white behaviour sheet if consistent behaviours are seen.</p> <p>INITIALS OF PERSON WRITING THIS FORM</p>
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Pupil: _____

Class Teacher: _____

SLT: _____

Parent: _____

Phase Leader: _____

Date: _____

Appendix 5 Redland's Personalised Behaviour Plan

Personal Behaviour Plan			
Name: *****	Class:	Date of Plan:	Review Date:
Background:			
Identified triggers include: <ul style="list-style-type: none"> • 	Escalating behaviours can look like: <ul style="list-style-type: none"> • 	Crisis Behaviours can look like:	
Identified Motivators:	Interventions: <ul style="list-style-type: none"> • 		
Key information: <ul style="list-style-type: none"> • 			
If ***** is escalating his <u>behaviour</u> please fetch a key adult:			

Appendix 6 Exclusion Meeting Template

Reintegration Meeting

Date of Meeting:

Present:

Pupil Details	
Pupil Name:	Class:
Circle all that apply: Pupil Premium LAC Child Protection Plan SEN	
External agency involvement: i.e. Social services, Police, GP, OT, Pediatrician, PRU other.	
Exclusion Details	
Reason for exclusion:	

Date of exclusion:	Date of return to school:	Total number of days excluded:
Review of current attendance		
Attendance this term	Attendance this year	
Number of days absent:	Number of days absent:	
Attendance (%):	Attendance (%):	
Targets for behaviour and learning		
Target areas for development:		
Pupil:	Parent:	School:
1)	1)	1)
2)	2)	2)
3)	3)	3)
What strategies will be used?		
How will behaviour/progress be monitored and celebrated?		
Review date(s):		
Additional Comments		
Pupil Comments:	Parent/guardian's comments:	School's comments:

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Signed _____
(pupil)

Signed _____
(Parent/Guardian)

Signed _____
(School – SLT)

Appendix 7 Exclusions Process Flowchart

Responsibilities regarding the consideration and review of exclusions is delegated to the Trust Pupil Discipline Committee.

