

Redbridge Primary School

RED

“Resilience, Excellence, Determination”



Behaviour Policy

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7 th October 2021	Autumn 2022

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Redbridge Primary School

Our School Ethos

Redbridge Primary School is committed to providing an exciting, inclusive and engaging approach to learning, teaching and the curriculum for all children, in order that they achieve their true potential. Redbridge Primary School is devoted to working with the wider community, and a focus is placed upon whole family engagement to secure high standards of behaviour and learning for their children. We believe that high self-esteem is key to good behaviour, good learning attitudes and to success in life. We expect all adults who work at Redbridge Primary School to embrace this approach and to proactively support it. We take a relentlessly positive approach and focus loudly on the children demonstrating **the 5 values**. Effective and consistent behaviour management is the responsibility of all staff throughout the school.

Aims:

- to enable children to understand their responsibilities in managing their own behaviour in respect of their attitudes to learning; their relationships with adults and other children; and care for their own property and the property of others;
- to encourage children to participate in establishing expectations of positive behaviour during lessons and around the school and to fulfil these expectations;
- to encourage children to discuss aspects of their own behaviour and that of others; to recognise and comment constructively on positive behaviour and suggest ways that they might improve their own or the behaviour of others;
- to enable children to understand the system of rewards and consequences within the school.



Early years

Within the Early years, staff will ensure that a positive learning environment is created through the 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 school values.

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 promote positive behaviour within their class. The children will also learn about wider Personal, Social and Emotional learning through the RSHE 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

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

Verbal Praise

By verbally celebrating pupils' attitudes to learning, play and transition through school, we constantly and consistently reinforce our expectations. Staff at Redbridge Primary School will consistently use positive, supportive, celebratory and encouraging language towards children, in order to model and reinforce praise, celebration and encouragement. Positive feedback is key to securing the behaviours and attitudes that will result in success in school and in life. All staff are therefore asked to be proactive and lavish in the giving of praise and be clear with children about the reason that they are receiving praise. Negative language or attitudes towards children will not be accepted at Redbridge Primary School.

House Points

The whole school reward system will be based on a house point system. The five houses are called;



What is a house point system?

House point system is used to encourage healthy competition and group loyalty among pupils, by earning dojos for their houses.

What are the benefits of a house point system?

- Using house point systems has been shown to have a positive impact on motivation and behaviour, as well as encouraging a sense of identity and belonging among school pupils.
- Such systems include all pupils, not just the highest achievers, and help develop a variety of skills other than academic.
- A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to a thriving school culture.
- Ofsted, the government's office for standards in education, children's services and skills, has also suggested traditional house point systems help pupils become more engaged in their own education, while raising standards.
- House advocates are afforded the opportunity to mentor their group members and get to know them individually, which helps to build good relationships.

HOW TO EARN HOUSE POINTS

- Each class will create 5 groups, Positivity, Friendship, Honesty, Respect, Resilience on the Dojo system.
- Pupils earn house points for illustrating the 5 values
- When a child earns a house point they will get **only one Dojo.**
- House points are awarded according to the school's Dojo system. Points are represented by earning a Dojo point and are counted electronically.
- **Dojos will not be taken away from a child if they choose to make the wrong choice, however it will be recorded as a value to work on.**
- The house points will be displayed outside the classroom on Thursday which will be totalled by the Advocates.
- The Advocates will collect the House points from each year group. They will total them and hand them into the SLT before assembly.

There will be weekly, interim, termly awards as well as an annual award.

Weekly Award:

- At the end of the achievement assembly the weekly winners will be announced. A large star will be given to the winning team to put on the display.
- House Point display will be created in the KS1/2 hall and it will be updated weekly with the latest house points total.

Interim Awards:

These will be given when the House reaches the following amount of points during a term:

- More than 200 points – 15 minutes extra playtime on the first dry playtime of the next week
- More than 500 points – all the children will receive a pencil in their House colour
- More than 1000 points – non uniform day for on the next Friday.

Termly Awards:

The House who has earned the most points over a term will be given the choice from the following rewards. The Advocates will choose the award. The choice of different awards given to the children will be dependent upon staffing availability, weather and financial constraints. 1. Watch a DVD on the big screen in the hall with choc ices and ice lollies 2. Have a crafts and computers afternoon with biscuits and juice 3. Afternoon of outdoor play with biscuits and juice 4. Gym games afternoon.

Annual Award:

The House who has earned the most points over the year shall spend an afternoon on the field. The children in will be provided with a variety of activities on the field e.g. bouncy castle, trampoline, soft play, ball games etc.

Consequences and Sanction Procedures (See appendix 1, 2 and 3)

It is important that children know their good behaviours will be met with positive reinforcement and reward. It is equally important that children understand that poor behaviours will result in consequences (See Appendix 1, for consequences and Sanction Procedures) From time to time, pupils may display inappropriate behaviours. Such behaviours will be consistently challenged by all staff with the aim of de-escalating any situation and ensuring all children are safe and that learning can continue uninterrupted. Before any warnings are given, adults should use non-verbal signals e.g. eye contact, a shake of the head, a disapproving look and allow the child take up time. Following this, adults must clearly state which behaviour they expect to cease and present a calm, clear statement of expectations, which presents the consequences using the language of choice.

Playtimes and Lunchtimes

All staff will follow the Behaviour Policy in the playground and continue to observe and proactively reward positive behaviours through praise and house points. In order to maintain the safety and wellbeing of all pupils, ALL incidences of severe behaviour in the playground are treated with a 'zero tolerance' approach.

Pupils whose behaviour at playtimes and lunchtime consistently causes negative consequences for others may:

- Have their playtimes and lunchtime curtailed
- Be shadowed 1:1 by a member of staff

Consequences should:

- Not be used as a threat
- Be proportionate
- Be applied in a timely manner
- Be applied at the point of transgression e.g. a lunch time matter should be dealt with at lunch time
- Always offer a 'pathway back' for the child in question

Individual Behaviour Plans- There may be a very small minority of children who present persistent inappropriate behaviours. Where other interventions have failed, an Individual Behaviour Plan (IBP) will be used in order to address behaviours causing concern. The IBP will be determined on a case-by-case basis and will be focused on addressing unacceptable behaviours whilst providing a pathway forward for the child and the school community. An IBP may involve a risk assessment around the child if the behaviour the child is presenting with poses a significant risk to the safety and wellbeing of others. In discussion with the child and staff, the IBP will identify where the child is not meeting behavioural expectations. From this, targets will be agreed with the child and adults, with clear success criteria. The IBP will be shared with parents/carers. Both school staff and parent/carers will state how they will support the child towards achieving their targets.

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.

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.

Fixed-term and permanent exclusions

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

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

Only the Head teacher (or the Associate Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or 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 permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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 it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

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

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

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

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

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

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

For further information regarding the national guidance for exclusions from mainstream schools.

Consequences and Sanction Procedures Appendix 1

These steps should be followed when managing challenging behaviour in the school:

	Consequences	Staff
Level 1 (Low level classroom disruption)	<ul style="list-style-type: none"> Refer to Class Charter. Place child's name peg against the reflection face. Reflection conversation with the class teacher to support children make the right choice. 	Class teacher
Level 2 (High Level classroom disruption or persistent level 1 behaviour)	<ul style="list-style-type: none"> Click on 'Needs Work' icon on the Dojo system. Select the value that the child needs to work on. Conversation with parents if necessary. Child to complete reflection sheet (adult scribe where needed) Loss of privilege as agreed by the adults. 	Class teacher Emotionally available adult (pastoral Support)
Level 3 (Achieving level 2 on a regular basis)	<ul style="list-style-type: none"> Reflection conversation and sheet to be completed with class teacher after the incident. Add incident on Cpoms 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 to agree a target alongside the child using the pastoral support plan to support the child with appropriate behaviour. Some children will have a bespoke behaviour plan. 	Class teacher and Year Group Leaders Pastoral support
No improvement		
Level 4	<ul style="list-style-type: none"> Second meeting with parents/carers Revisit patterns of behaviour-consider changing Intervention to support the emotional regulation. Possible internal exclusion. 	Class teacher and Year Group Leaders Phase Leaders Pastoral support
Level 5	<ul style="list-style-type: none"> Formal meeting with Head teacher 	Head teacher
Bullying/Cyber Bullying / peer on peer abuse	<ul style="list-style-type: none"> If there are 3 or more incidents reported within a month and if after adult intervention there is no improvement, then this must be recorded on Cpoms. 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 Team Leader Phase Leader Pastoral Support DSL
Racism/prejudice/Homophobia	<ul style="list-style-type: none"> These incidents should be recorded on Cpoms then dealt with according to the above steps 	Year/Team Leader Senior leader DSL

Please keep the 'Reflection sheets' in a file. You can come in at Level 1 or 2 OR at 'Bullying/Cyber Bullying/peer on peer Bullying' and 'Racism/Prejudice/Homophobia'

Appendix 2

Reflection Sheets – KS1

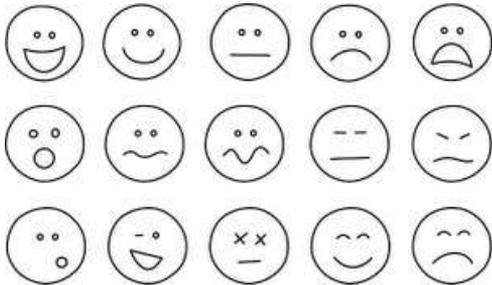


Name:	Incident Notes (brief overview by adult after the form has been completed by the child)
Class:	
Incident Date:	
Location:	
<i>I have already been given a warning but I have chosen not to change my behaviour. I must complete this sheet because my behaviour does not promote the class charter or school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

What value have I not shown?

- Respect
- Resilience
- Honesty
- Friendship
- Positivity

I feel



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 3

Reflection Sheets - KS2

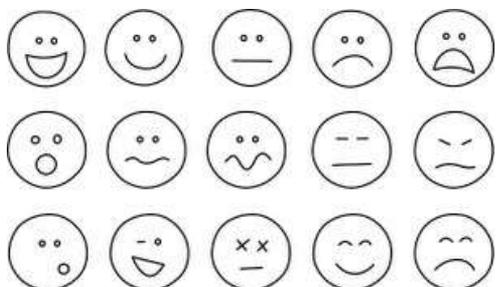


Name:	Incident Notes (brief overview by adult after the form has been completed by the child)
Class:	
Incident Date:	
Location:	
<i>I have already been given a warning but I have chosen not to change my behaviour. I must complete this sheet because my behaviour does not promote the class charter or school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

What value have I not shown?

- Respect
- Resilience
- Honesty
- Friendship
- Positivity

I feel



Who was involved?

What happened?

Why did it happen?

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

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