



# Rusthall St Paul's C. E. Primary School

## Behaviour Policy

Reviewed: Autumn 2021  
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# **Rusthall St Paul's C.E. Primary School**

## **Managing Behaviour Policy**

This document provides a framework for creating a happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals. It is written for all members of the school community to apply consistently and fairly.

DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEN, Anti-bullying, PSHE, Child Protection and Teaching and Learning Policies in order to establish the general ethos of our school.

### **Principles**

Good behaviour must be carefully supported and developed. We believe that within a framework of clearly defined expectations, the most effective ways of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. Through the example of the adults who care for them at school, clearly defined expectations, and through well planned, stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. Whilst every child has the right to learn no child has the right to disrupt the learning of others.

Being a Christian school means that we base our school values of friendship, respect, forgiveness, creativity, responsibility and perseverance along with the importance of every individual in God's eyes. These values are a consistent theme and underpin everything that we do.

Our school motto is 'INSPIRE BELIEVE ACHIEVE' - we expect the teaching and learning to INSPIRE, the children to BELIEVE in themselves and BELIEVE in the faith of God to support and guide and therefore for everyone to ACHIEVE their potential

### **Aims**

- to work consistently and fairly in the positive management of behaviour
- to create an ethos of co-operation and high expectation
- to provide a system of rewards and sanctions that promote good behaviour
- to ensure that behaviour and language is appropriate throughout the school
- to ensure that all stakeholders are aware of expectations and the framework of rewards and sanctions that we operate within.
- to promote self discipline and high self-esteem (See PHSE Policy)
- to prevent bullying (see Anti-bullying Policy)
- to help our children develop into caring and responsible individuals
- to ensure a safe, caring and happy learning environment

## Responsibilities

Within their defined capacity, it is the responsibility of all members of our school community to support the aims of this policy by:

- providing a well ordered environment in which behavioural expectations are very clear
- treating all children and adults as individuals and respecting their rights, values and beliefs,
- being aware of vulnerable children
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life
- celebrating difference
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour
- caring for, and taking pride in, the physical environment of the school
- handling confidential information with sensitivity
- liaising with other stakeholders and agencies

Further to this, as adults we have a vital part to play as role models through:

- demonstrating positive behaviour towards each other as well as to the children
- modelling appropriate behaviour and giving feed back when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- being seen to be fair and consistent
- responding fairly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- being aware of our appearance and demeanour and the messages it gives
- demonstrating good manner

Teachers who manage their classrooms effectively have the following characteristics:

- They have good relationships with their pupils
- They are calm when speaking to students
- They listen
- They give choices and allow thinking time
- They explain the consequences of poor behaviour
- They plan lessons carefully and are organised with resources so as to keep the pupils engaged
- They treat pupils with respect
- They follow through- if they say they will do something they do it
- They rarely, if ever, shout

- They regularly use low level strategies to maintain control e.g. 'the look', naming students showing good behaviour
- Use timed reminders- once work is set it is important to regularly remind students of progress.
- Have a good seating plan. Students who are sometimes off task need to be seated away from distractions
- Use visual clues e.g. for noise level, time left, class rules.

## **Pupils**

We have school wide general expectations that all children will

- strive to do their best in all areas of school life
- think before they act
- take responsibility for their own actions
- treat others as they would like to be treated themselves
- consider the feelings of other people

## **School rules- how we treat each other**

These rules are fundamental to the way we behave and expect others to behave towards us in school. They are displayed around the school and in the classrooms so that anyone who is in breach of them will be given a reminder of what behaviour is expected of them. Some classes add extra class rules as well to keep an orderly classroom.

Many kinds of misbehaviour break at least one of these different rules in different ways. Foul language, for example, is not acceptable because it is a particularly unpleasant kind of name calling- there is no place for it in our school.

- Respect everyone and everything
- Treat others the way you would like to be treated
- Be fair and tolerant

## **School rules- health and safety**

- Balls only to be played with at specified times according to the playground rota
- Balls should not be above size 4, stitched balls or pumped up hard balls
- Walk inside the school building
- Keep the school tidy- don't drop litter
- Only school monitors or those with permission are allowed in the school building at lunchtimes and playtimes
- Play respectfully with each other. No rough play or play fighting
- Trees, benches or low level structures should not be climbed on

**Non-negotiables- we would expect to see the following around the school. Staff should ensure time is given to remind pupils of these throughout the year and particularly at the beginning of each academic year. All staff are responsible for promoting these**

- Pupils following instructions the first time
- Pupils co-operating and not showing open defiance
- Pupils moving quietly around the school
- Pupils walking inside the school building and to and from buildings during lessons
- Pupils not using inappropriate language- this includes swearing, use of homophobic or racist language
- Pupils not using physical behaviours towards each other
- Pupils demonstrating school values all the time
- Pupils being proud of their appearance
- Pupils showing respect for the school environment including classrooms and cloakrooms
- Pupils arriving at school every day and on time and being ready for learning

## **Procedures**

### **School Behaviour System**

#### *House points:*

House points are awarded in recognition of positive behaviours. This encompasses learning as well as social and general behaviour. It is essential to be as explicit as possible about the behaviours being recognised.

#### *Warnings and sanctions:*

These are in use in every classroom and children reminded of what they are. In the case of inappropriate behaviour, the adult primarily gives a verbal “friendly warning” being very explicit about which behaviour they are referring to.

For example “..... *I am giving you a friendly warning for talking instead of doing your work.*” In some cases the warning may be of the non-verbal type e.g. a ‘look’ or ‘raised eyes.’

If the unwanted behaviour persists the adult can issue further warnings and sanctions

1. Initial friendly warning or ‘look’ to indicate to the child that the behaviour is inappropriate
2. Pupil moves to the in class time out area to reflect on their behaviour. Time for this is determined by the adult. It may be necessary to move them to another part of the class for the rest of the lesson
3. Pupil moves to partner class for a specified amount of time
4. A further sanction will be given e.g. missing a playtime, working in another class for a longer period of time, sent to the KS1 or KS2 leader, parents informed by class teacher (further ideas for sanctions can be found below)

In the case of serious misbehaviour or someone who persistently moves to number 4 a referral to SLT can be made. In this case the child may be required to work under the

supervision of the Headteacher or Deputy Headteacher. Pupils in this case may also be given an individual behaviour support plan to work towards.

At each level it is essential that pupils are given a chance to redeem their behaviour and as such staff should notify children when they can now see appropriate behaviour and praise them for making the right choices. At Rusthall we use the language of choice to do this. For example by discussing with the pupil the choices they made which led to their current predicament and exploring what other choices were available. Also by being explicit about the consequences that will occur if poor choices persist, and offering alternative behavioural choices.

### Sanctions for poor behaviour choices

The reasons why we impose sanctions for bad behaviour are as follows:

- To give children the opportunity to repair the consequence of a poor behaviour choice
- To remind children why the behaviour is unacceptable

To make sure that sanctions are effective, they must be seen by the children to be **fair** and **consistent**. Over-reaction must be avoided. The principle of forgiveness runs through our behaviour policy and every child has the opportunity to wipe the slate clean and start again.

As a guide to managing poor behaviour choices in the classroom and around the school, the following should be followed:

#### **Level one- it would be normal for this to be resolved within the classroom/playground by the class teacher or teaching assistant/MMS**

<b>Behaviours requiring a warning</b>	<b>Response</b>
Out of seat/ line	<ul style="list-style-type: none"> <li>• Rule reminder- Use of RSP script</li> <li>• Remind pupils of behaviour you want to see</li> <li>• Praise those children making the right choices</li> <li>• Non-verbal (the look)</li> <li>• Use positive reminders on how the child can improve behaviour</li> <li>• Change seating arrangements in class by offering choice</li> <li>• On playground/ dinner hall give pupils the opportunity to play or sit elsewhere</li> <li>• Involve parents where appropriate</li> </ul>
Calling out/ interrupting the adult	
Loud noises to distract others	
Disturbing others from learning	
Not having equipment including uniform	
Beginning to challenge instructions or refusal to do learning	
Refusal to follow instructions given by an adult (including walking away)	
Inappropriate language (not aimed at others)	
Unkind words	
Poor punctuality	
Misusing school equipment	

**Level two- it would be appropriate for the adult to initiate the resolution within the classroom/playground e.g. through the use of sanctions**

Behaviours requiring a consequence	Response
Repeated offence of level one behaviours	<ul style="list-style-type: none"> <li>• Child to receive sanction in classroom or playground e.g.  <i>-miss (whole or part) of play or lunch to make up for lost learning time</i>  <i>-move to another part of the classroom/ playground (e.g. by wall)</i>  <i>-move to another class for specified amount of time</i></li> <li>• Write letter of apology</li> <li>• Confiscate property if it is annoying to others</li> <li>• Set up additional behaviour chart to promote good behaviour</li> <li>• Teacher to inform parents if appropriate</li> <li>• Continue to use positive reminders about our expectations at RSP</li> <li>• Log on CPOMs with reasons</li> </ul>
Continued refusal to complete tasks	
Causing physical harm to others/ rough behaviour	
Threatening language	

**Level three- for the most serious behaviour it is essential that the Senior Leadership Team are involved**

Behaviours requiring additional support	Response
Causing physical harm to adults and other children	<p>One or more of these may be appropriate</p> <ul style="list-style-type: none"> <li>• Inform SLT</li> <li>• Removal from classroom or playground</li> <li>• Inform parents</li> <li>• Internal exclusion (work set by CT, length of time to be decided by SLT/CT)</li> <li>• External exclusion agreed by HT/AHT</li> <li>• Behaviour support plan</li> <li>• Log on CPOMs with reason</li> </ul> <p>• CT should talk to the class about the behaviours and how there will be a consequence put in place for that child e.g.  <i>I am aware (child's name) has (describe behaviour) they are now with (SLT name) and a consequence will be given. When (child's name) returns to class we must encourage them to make right choices.</i></p>
Highly disruptive behaviour	
Fighting (distinguish from rough behaviour above)	
Persistent offensive/ abusive behaviour	
Self-exiting (when not used as a behaviour strategy)	
Bullying	
Racist, religious, homophobic incident	
Theft	
Severe damage to school or others property	
Being unsafe and causing others to be unsafe	

**Stages may be jumped, depending upon the behaviours exhibited.**

**Every serious incident will be assessed individually on a case by case basis and the ultimate decision and discretion regarding the consequence lies with SLT after discussion with the class teacher.**

### **Repeated or persistent misbehaviour**

We need to be aware that there are experiences in school that can trigger off student patterns of behaviour. These triggers may relate to learning, peers, adults/authority or authority. By consistently recording these behaviours (e.g. on CPOMs or STAR chart) we can:

- Increase our awareness
- Recognise potentially disruptive situations and attempt to minimise them

E.g. some pupils may be unable to co-operate in a group situation for very long and they would require some close supervisor/ greater input/work station.

Check the work is matched to the child's ability- not too easy, not too hard.

Review the organisation of the school day when behaviour problems persist.

If a child regularly receives sanctions for poor behaviour and a pattern is detected, this should be highlighted to the child in a pastoral meeting with the class teacher or member of SLT. Then parents should also be informed of this information.

The SENCo should also be involved if a pattern is detected to determine if extra support or external guidance is needed for the child.

### **How sanctions should be applied**

In all cases staff should ensure that

- Children know why the sanction is being applied
- The sanction should have a learning outcome where possible
- Sanctions should be linked to the context where possible
- Sanctions are matched appropriately to the level of behaviour
- Staff remain polite and calm when talking to the child
- The headteacher informed of any serious incidents, particularly if parents are involved
- The safety of all children is the priority when dealing with any incident
- They allow take up time for those children who are emotionally stressed
- Any 'victims' of poor behaviour are informed of the actions, sanctions and outcomes

### **Poor behaviour choices**

To reduce the incidence of poor behaviour we will:

- Use 'circle time' to discuss feelings and to share responsibility for good behaviour
- Speak politely to each other at all times
- Avoid situations where the child feels frustrated or unable to cope
- Encourage children to feel good about themselves and see the value in their work by displaying it whenever possible



- Celebrate good work and behaviour in our 'Celebration worship'

### **Celebration/rewards include**

- house points
- verbal praise
- positive feedback written in books
- awarding responsibilities (monitors, house captains, class jobs etc)
- sharing positive aspects with parents and others
- recognition at celebration assembly
- class privileges and Golden time.
- House point system
- Head Teacher's award
- Certificates and sticker

### **Record keeping**

All classes keep a behaviour log on CPOMS which includes level two and three behaviours. The following symbols should be used to record the type of behaviour:

<b>Code</b>	<b>Type of behaviour</b>	<b>Code</b>	<b>Type of behaviour</b>
PP	Physical assault against a pupil	B	Bullying
PA	Physical assault against an adult	RA	Racial abuse
VP	Verbal abuse/threatening behaviour against a pupil	SB	Sexualised behaviour
VA	Verbal abuse/threatening behaviour against an adult	D	Damage
T	Theft	PDB	Persistent disruptive behaviour
De	Defiance	O	Other
Sw	Swearing		

The class teacher may also use a STAR chart to monitor behaviour patterns. Records of behaviour will be monitored by class teachers and the Senior Leadership Team who should also be kept informed of any pupil regularly showing poor behaviour.

Some pupils may need additional support to follow these expectations. These pupils may have been already identified by the school and have a Behaviour Support Plan (BSP) in place. Staff will review these plans and make adjustments, where necessary, to support pupils.

### **Use of behaviour scripts**

By all members of staff consistently using a behaviour script, pupils will recognise behaviour expectations and confrontation may be avoided.

The RSP script is as follows:

- **Child's name, positive command (what you want them to do), thank you (lower voice at end)-**

-(Child's name), tuck your shirt in, thank you (lower voice at end)  
-Child's name), put your hand up, thank you (lower voice at end)  
-Child's name), good sitting, thank you (lower voice at end)  
Child's name), hands in laps, thank you (lower voice at end)  
Child's name), voices away, thank you (lower voice at end)

- **You need to (general positive comment), thank you**
- **I expect you to- general positive comment, thank you**

- **When you.... then you... thank you**

-when you have done your writing then you can have the art materials, thank you  
-when you put your hand up then I will answer your question, thank you  
-when you come down from the tree then I will discuss it with you, thank you

- **If a child has left the room**

- I am going to walk you back to the classroom, I know you are going to make the right choice  
- we can walk to the HT office or we can walk to the DHT office

### **Emotion coaching**

- Identify the feeling
- Validate the feeling
- Set the limits for behaviour
- Problem solve

- **I hear what you are saying however...**

### **Liaison with Parents**

All parents and pupils are expected to sign and support the Home School agreement. Parents will be kept informed about their child's behaviour. This may take the form of informal meetings such as a brief "chat" in the playground, a phone call home, an e-mail or an invitation to attend a more formal meeting. If it appears that this is occurring on a regular basis a 'behaviour book/plan' may be implemented.

### **Outside Agencies**

Some children exhibit behaviours based on early childhood experiences or family circumstances and often a child's behaviour is a sign of something else in their life which may be wrong or unsettling. We recognise that some behaviour is a way of communicating their emotions. Any concerns regarding a pupil's behaviour should be discussed primarily with the SENCo and also the parent to glean if anything at home is amiss. If appropriate the advice of outside agencies may be sought or help may be offered via a referral through the KCC Frontdoor. This will be the result of discussion between the class teacher, SENCo and/or Headteacher.

## **Physical Attacks on Adults**

At Rusthall St Paul's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Positive Handling Policy* and should call for support if needed. Ideally only staff who have been trained in physical restraint should restrain a child. However in line with DfE policy reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

All staff should report incidents directly to the Headteacher or Assistant Heads and they should be recorded on CPOMs. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

## **Physical Restraint**

When a pupils' behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, staff trained in Team Teach techniques may need to take physical control until such time as the pupil is able to take back control for themselves. Any restraint should be in line with KCC guidelines and the schools Positive Handling Policy. Any such incidents will be recorded in the Team Teach record book and parents will be informed.

## **Exclusion**

In rare cases it may be necessary to exclude a child for a fixed period of time or permanently. This is only ever considered after all other avenues have been explored. Any child returning to school following exclusion is supported in their behaviour through discussion with school leaders, parents and the child. It may be appropriate to monitor the child's behaviour for the first few weeks on the child's return. Circumstances under which the Headteacher may consider a fixed term or permanent exclusion include:

- Physical assault against a pupil or adult.
- Verbal abuse/threatening behaviour against and adult or pupil
- Racist abuse
- Damage
- Theft
- Persistent disruptive behaviour

Permanent exclusion will be a last resort and the school will endeavour to work with the child and family before it comes to this. In some instances a 'Managed Move' to a more suitable setting may be considered and to give the child a fresh start.

### Pupils with SEN

In some cases it may be necessary to adapt the behaviour procedures. However consequences and even exclusion may still be appropriate for poor behaviour choices or when a child physically assaults an adult or another child.

### Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

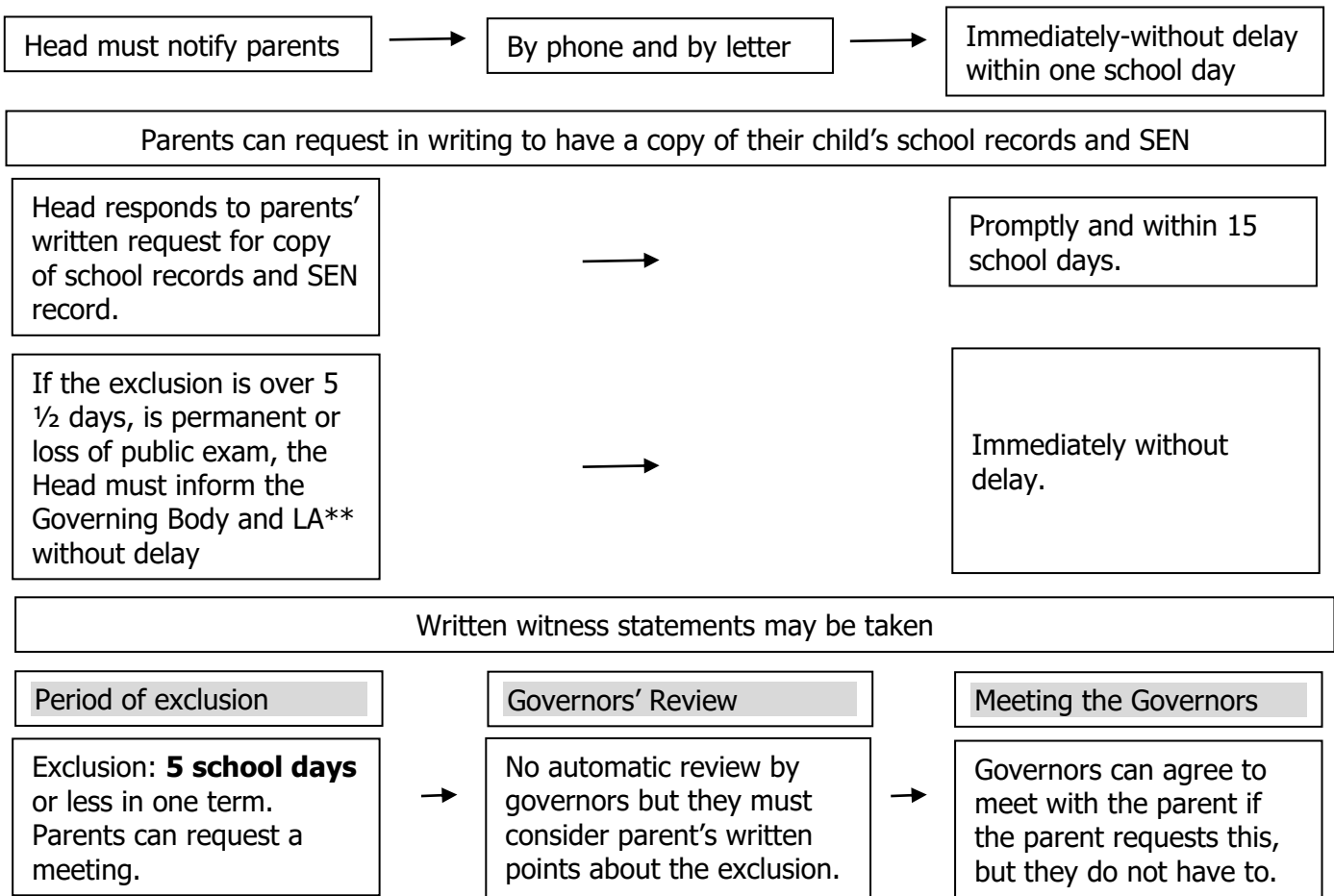
Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### Appendices

#### Fixed Term Exclusion Process (for different periods of exclusion)



Exclusion: **5 ½ - 15 school days** in one term. Parents can request a meeting.



No automatic review by governors but they must meet if the parent requests this.



Meeting must be within 50 school days after receiving information about the exclusion from the Head.

Exclusion: **15 ½ school days or more** in one term. Governors have a statutory duty to meet.



Governors will automatically review and consider parent's written points about the exclusion and must invite parents to their meeting.



Meeting must be within 15 school days after receiving information about the exclusion from the Head.

Clerk to the governors receives and circulates any written evidence, eg witness statements and other relevant information such as those relating to a pupil's SEN.



At least 5 days in advance on the meeting.

Decision of governing body notified to parents, Head Teacher and LA.



In writing and without delay.