Red Row Primary School

BEHAVIOUR POLICY

Date Written:	October 2023
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Responsible Governor:	Resource and Management Committee
Adopted by Governors:	November 2024
Date for Review:	September 2027

Our Behaviour Policy is designed to ensure that everyone at Red Row Primary School has the opportunity to learn, achieve and be successful, whilst emphasising the need for everyone to respect all members of our school and the wider community.

ETHOS

As a school we encourage an inclusive partnership between the children, adults and the home. We understand that children need to feel safe and secure before they can be successful. Because of this, we strive to make all our children feel this way, so that they can fulfil their potential.

We work each day with a common purpose to create a sense of belonging and community, not just among the children and adults but also the parents and carers. We do this through treating everyone with respect and ensuring each one of us is valued. In addition we aim to foster resilience in individuals and inspire the children to widen and develop their aspirations.

AIMS

The desired outcomes of the successful implementation of our behaviour policy are as follows:-

- It will have a positive impact on the learning of our children;
- It will promote the best chance for the children to reach their full potential;
- It will make school a positive experience for all, breaking the cycle of negative perception towards education, that exists in some areas of our community;
- It will provide the framework for a consistent approach to behaviour management across the school.

EXPECTATIONS / RULES

At Red Row we feel the expectations we have for everyone can be summarised in three simple school rules:

1. **Be Responsible** – For your actions and words and how they affect the whole school.
2. **Be Ready** – To always do your best and have everything you need to succeed.
3. **Be Safe** - Emotionally and physically.

Staff ensure that children understand these expectations by regularly revisiting them and exploring their meaning. We celebrate children who excel in these areas during our Friday achievement assemblies.

The expectations and rules that we have are underpinned by relationship approach. Fostering these relationships based on trust and mutual respect is essential to creating safe learning environment for all.

High Expectations
At Red Row we want everyone to Thrive and be the best they can be. All members of our community are expected to have high expectations for how they present themselves and treat the world around them.

Classroom Expectations

- Do as you are asked by an adult.
- Keep your hands, feet and other objects to yourself
- Be polite and well-mannered to everyone.
- Listen to adults and children when they are talking.

Corridor Expectations

- All classes must be led by an adult, quietly in a line, around school.
- Children will line up in register order when going to assembly / PE etc.
- Children do not touch other children.
- Pupils only go to toilet one at a time
- Stop when there are other children or adults already walking through the corridor.

Playground Expectations

- Do as you are asked by an adult.
- Keep your hands, feet and other objects to yourself
- Stop when the bell rings, then walk and sensibly line up as soon as the second bell rings.
- Look after school equipment.
- Look after each other and our school – no put downs, no teasing and no bad language.

PRAISE AND REWARDS

As outlined above we celebrate those children who have acted as good role models with assembly awards. We also look to reward good behaviour in the following ways:-

- Positive use of language and praise to those children setting a good example to others;
- Dojo points are awarded by staff to children showing positive behaviours towards our school rules.
- Children can save up Dojo points. Once children have received 50 Dojo points they are rewarded in celebration assembly with a dip in “Golden Box”. Points are then reset to zero.
- Children who have been consistently making a positive contribution will receive a postcard home from their teacher, so they can share their success at home.

CONSEQUENCES

Whilst we strive for positive behaviour at all times, we recognise that there will be occasions when children make the wrong choices. At these times there are clear consequences for these choices. As incidents may occur in very different areas of the school the consequences reflect this whilst maintaining a consistent whole school approach.

THE CLASSROOM Support PLAN
Calm and easy on every step with plenty of take up time. - Resist the urge to jump steps.

1. Reminder. Take up time.

2. Warning and a minute. Take up time.

3. Last chance and 2 minutes after. Take up time (lots).

4. 2-min intervention

5. Teacher's choice. Quick catch up, restorative repair, imposition, detention or natural consequence.

6. Final sanction within the lesson, pupil to be taken to partner teacher's classroom, if met with refusal for this, request to SLT to to collect the child.

At the end of every session the adult must emphasise that the slate has been wiped clean and that we start a fresh. In addition the adult must seek out and have a positive restorative conversation with the pupil so they are clear that their behaviour has been corrected and we have moved on together as a class. The SLT will monitor CPOMs and if the same pupils are repeatedly receiving 5 minute consequences they will speak to the pupil and class teacher. If this then continues further the pupil's carers will be invited into school to discuss the situation further.

We recognise that there are some pupils for whom these stages are inappropriate or do not work. These pupils will be moved from their class to a safe place and dealt with using alternative strategies such as Thrive Approach and Positive Handling [SIT], see relevant policy.

Lunchtime and Playtime: -

- Reminder of expectations and take up time;
- Verbal warning and explanation of why behaviour choice is unacceptable;
- Time out in a quiet area of the yard, ideally the fence outside the Reception corridor;
- Request for SLT/ other staff to collect the child.

Any Incident must be explained to the teacher of all pupils involved when they collect their class from the yard. Care must be taken that this is done out of the earshot of other children to prevent any embarrassment.

More Challenging Behaviour

We have seven criteria of more challenging behaviour issues which we consider unacceptable:

- Aggression towards others or property (including hitting, kicking, biting and spitting)
- Repeatedly/blatantly refusing to do as a member of staff asks
- Offensive and abusive language.
- Bullying
- Stealing
- intimidating behaviour towards other pupils or staff
- Repeated disruption of class resulting in repeated supervised timeout (3 times within a half term).

If these behaviours are witnessed, the child/ren the class teacher will record the incident on CPOMS under the criteria "Serious Incident". The child will have a conversation with SLt about their behaviour and parents will be asked to come into school to discuss the ongoing problems. Where it is clear that school behaviour policy is providing insufficient support to an individual pupil, school will develop an individual behaviour plan in consultation with parents.

At Red Row we recognise that there may be occasions where a child may place either themselves, another child or a member of staff in danger. At this time the child will be asked to accompany staff to the school office where they will be offered a quiet space in which they can calm down and talk to staff. If the child refuses to accompany staff to the office then the school will follow the procedures that they have been advised to follow by LIST and council H&S team as follows:

If a child refuses to accompany adults to school office, the other children will either be removed from classroom, hall, playground, etc or staff will support the child's movement to an agreed calming area. However, if the child becomes physical in a way that presents a danger to him/herself, staff or other students, appropriate and reasonable measures will be taken. The child will always have at least two adults with them in this situation. Staff have been trained in SIT to ensure that a pupil can be moved quickly and without harm, to a place of safety with the minimum amount of disruption. SIT focusses on de-escalation and prevention,

though in extreme circumstance where a child is endangering themselves, others or property physical restraint using SIT techniques may be necessary. All such incidents must be recorded on CPOMS and a member of the SLT will speak to the parents of children involved.