



## **ROSEBROOK PRIMARY SCHOOL**

### Behaviour Policy and Practice Guidance

Updated:	September 19
Approved by Governors :	
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## Introduction

Rosebrook Primary School has developed, since its establishment, an ethos and climate of learning and enjoyment of learning so that all the children in the school have the opportunity to reach their potential. The aims of the behaviour policy encompass the whole of school life and drive everything we do.

The aims are:-

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

In formulating this policy the Governors and the Headteacher have consulted the main stakeholders, the children, staff and parents of the school so that the policy adheres to the following principles:-

- Stimulating teaching and an engaging curriculum promotes good behaviour.
- Consistent policies and effective teaching promote good social and moral development.
- There is well targeted support for individual children.
- Good behaviour is expected in lessons and around school.
- Good attendance and punctuality is expected.
- Respect for others, both children and adults is integral to school life.
- Children are taught to keep themselves safe; bullying and harassment is tackled.
- All children complete assigned work.
- The views of children, parents and carers is sought on a regular basis.

The legal framework which forms the basis of the policy and practice guidance includes:-

- Regulate the conduct of pupils (Section 89(1) (a to e) Education and Inspections Act 2006.)

[http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga\\_20060040\\_en.pdf](http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf)

Use of reasonable Force

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

## **Behaviour Policy**

### **1. Aims**

We aim to create a welcoming, caring environment where relationships are based on respect. All children have the right to develop their potential in a safe, happy school. We aim to develop the self-esteem of each child.

In considering the behaviour policy for the school, the Governors state specific guiding principles which drive high expectations for work and behaviour of all children and adults in the school.

The children at Rosebrook Primary School are expected, at all times, to listen carefully to their teachers and teaching assistants and complete all work assigned. They maintain the same good code of conduct around school as they do in the classrooms. They treat adults and each other with respect. They attend school every day and arrive on time ready to learn. They keep themselves and others safe from danger, harassment and bullying. They are encouraged to give their opinions and to listen to others' opinions. They maintain good standards of behaviour outside the school when on educational visits or sports events.

To achieve these high standards in behaviour the school community follows the behaviour policy. This policy is based on the principle of positive reinforcement of good behaviour. The policy has proved to be effective when it is applied consistently by all adults in school.

We have high expectations of the children in all things but especially behaviour, and we are good role models in our own behaviour to the children and to each other. At all times, we treat the children with respect.

A behaviour management system is about the language used to describe the behaviour we want the children to learn, and that language needs to be positive and about choices. Children will behave better when they are listened to, and feel that they are being treated fairly.

## **2. Practice Guidance**

### **2.1 Classrooms**

All staff are responsible for the behaviour in their own classroom, and that can be more effective if the children feel that they have a say in what goes on in their classroom.

Positive statements about behaviour, attitudes and dispositions are displayed in school. In each classroom, teachers and children agree a set of rules based on these positive statements and all are expected to adhere to them.

### **2.2 Rewards**

- Reward systems are agreed at class level with teachers awarding points, dojos, tickets for prize box items and so on.
- Staff also give stickers for special behaviour or to children needing extra support. Some children may have individual reward charts.
- Children are sent to the Headteacher, Assistant Headteachers or a member of the Leadership Team (LT) for special praise.
- We have special “celebration” certificates presented in assembly weekly and children may be awarded Ad Astra Academy Trust postcards for behaviour which represents trust values: support, togetherness, achieve, respect, such.
- To reward excellent attendance, additional outdoor/PE sessions may be given to classes/year groups. For individual children with 100% attendance, rewards such as visits to the ice-cream parlour or cinema are organised.
- At the end of each academic year, each class teacher chooses a “Pupil of the Year” to receive a special certificate and a Y6 child is chosen as “Overall Pupil of the Year” for the whole school.

### **2.3 Consequences**

Each class has a display of a green smiley face, an amber straight face and a red frown face. All the children’s names start on the green face every day. If after several warnings, a child is not complying with accepted classroom behaviour then the staff in the classroom may move the child’s name onto the amber face. If the behaviour continues, then the child’s name needs to go onto the red face. If the child changes their behaviour and complies, then the Class Teacher or TA can move the name back to the amber or green at any time. If a child’s name is still on the red face at the end of the day, then the Class Teacher or TA needs to take the child to see a member of the Leadership Team (Phase Leader).

If any children are persistently on the red face, we will inform the parents and ask them to come into school to discuss ways in which we can help the child. In extreme cases, it may be necessary to involve the Inclusion Team and/or Educational Psychologist to consider specific intervention and look at possible underlying causes.

If another member of staff deals with the child for poor behaviour, they must take the child to the Class Teacher and discuss an appropriate consequence. This will avoid children trying hard in the classroom to conform, being put straight on to the red face and being demoralised.

Sometimes it is necessary for a child to leave the room so that they are taken away from their audience. If this happens and they are sent to their partner class or the Phase Leader, it needs to be for a very short time and with supervision/sufficient work. This should be documented on cpoms.

For unacceptable behaviour on the yard, the child must be told to walk with the adult for a short while. For any serious misbehaviour on the yard, the child must be brought to a member of Leadership Team. Lunchtime Supervisors will also follow the same procedures.

All significant behaviour incidents and any incidents where a child needs restraining must be recorded on cpoms and where RPI has been used, the appropriate questions must be addressed.

These are simple systems which are most effective when applied consistently. All adults in school are responsible for behaviour management both inside the classroom and around school. All staff are also responsible for behaviour management outside school when taking children on educational visits and to sporting events.

The school is part of the wider community. Rosebrook Primary School will investigate any reports of unacceptable behaviour by its pupils outside school hours and offsite, and will also inform parents of any serious incidents.

We review the policy and guidance regularly to ensure that the systems are effective and the behaviour of the children allows all teachers to teach and all pupils to learn.

## **2.4 Pupil Support**

Some children need additional support from within school and/or outside agencies. The teacher in the classroom supports the child with strategies to support their needs. Communication between home and school needs to be a source of support to both parent and child. The child is also likely to find support in

a relationship with the Teaching Assistant in the classroom as they are often the person who children see as an approachable adult to talk to. The first strategy a class teacher employs is to ensure that the child's behaviour is not the result of unmet educational needs.

An Early Help assessment may be used to support multiagency working and identification of unmet needs

The school can also refer the child for support to outside agencies. Inclusion Team/Educational Psychologist who may work with them individually. The school also has the services of a TAMHS (Targeted Mental Health Service). A child therapist and ABC counselling Service. Children are referred through the SENCo/PSA.

Children may be given extra support at points of transition between year groups. Transition for secondary school begins in year 5 with enhanced transition planned for the most vulnerable.

At Rosebrook, we ensure that the needs of every child are met within the mainstream setting. The principles we adhere to do not disproportionately impact on any vulnerable groups e.g. SEN children or children with disabilities. Evaluation and monitoring of the behaviour policy would identify if any groups of pupils were being discriminated against. The needs of SEND children are considered at all times and strategies are differentiated so that these children are able to achieve high standards of behaviour

### **3 Staff Development**

The Leadership Team supports all teachers and Teaching Assistants with classroom and behaviour management by ensuring that new staff have a focus on behaviour as part of their induction. The team leaders and colleagues also provide day to day support with strategies and support with individual children who may be showing challenging behaviour. Individual teachers may be given support from other services as well as the Senior Leadership Team, and courses are available to improve their management of behaviour.

### **4. Parents**

Parents are involved in the application and monitoring of the behaviour policy. The standards of behaviour expected of all children are included in the Home School Agreement which is given to parents with the prospectus.

If a child's behaviour is causing concern then the parents would be contacted and together parents and staff will work together to improve the child's behaviour. This may be via Early Help assessment. A leaflet is given out to parents to ensure that they understand how behaviour in school is managed. Some children need individual strategies and short-term targets to help them achieve good behaviour.

If the child has significant needs to interfering with their ability to learn effectively, an Individual Behaviour Plan with specific achievable targets can be written to help the child improve. The Inclusion team/Educational Psychologist may be involved. Parents are involved at every stage.

## **5. Challenging and Disruptive Behaviour**

Some children, despite support and structure to meet their needs, show extremely challenging behaviour and staff are required to carry out measures to ensure the safety of the child and/or other children and staff.

### **5.1 Screening and Searching Pupils**

Teachers are granted the power to screen and search pupils

### **5.2 The power to use reasonable force or make other physical contact**

Teachers may need to have physical contact with a child if their actions pose a danger to themselves or others, or their actions are causing damage to school property. Several members of staff, both teachers and Teaching Assistants are trained in Team Teach methods of positive handling.

### **5.3 When a multi-agency assessment should be considered.**

If all strategies detailed in this policy have failed to help the child improve their behaviour then the staff at Rosebrook would discuss with the parents the need for an Education Health and Care Plan and will consult with all agencies working with the child to ensure that the child receives appropriate support.

## **6. Bullying**

Any continued incidents of bullying will be investigated thoroughly and recorded (See Anti -Bullying Policy)

### **6.1 Homophobic, Biphobic, Transphobic Bullying**

Any incidents will be reported to the Headteacher and recorded in a specific file and on CPOMS. These incidents are reported to the L.A. and Governors annually.

### **6 Racial Incidents**

Any racial incidents will be reported to the Headteacher and recorded in a specific file and on CPOMS. These incidents will be reported to the L.A. and Governors annually.

## **7 Children leaving the school site**

If a child leaves the school site, during lessons or at break/lunch time, staff should observe in which direction the child may have gone and immediately report to a member of the leadership team, who will decide the most appropriate course of action.

### **Teachers' Powers**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose a detention outside school hours.
- Teachers can confiscate pupils' property.

### **Appendix 1**

#### **Physical Control and Restraint Policy**

All members of paid staff have the responsibility and the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

Head teachers and authorised staff may also use reasonable force to conduct a search without consent for the following suspected items:

Knives, weapons, alcohol, drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images or articles that have been/could have been used to commit an offence/cause harm.

All incidents of physical restraint will be recorded in the restraint book and reported to the LA/Ad Astra Academy Trust.

See supporting documentation

- Stockton-on-Tees Children's Trust – Protocol on the use of Reasonable Force in Schools and Settings
- DfE Use of Reasonable Force – Advice for head teachers, staff and governing bodies
- DfE Screening, searching and confiscation – Advice for head teachers, staff and governing bodies