

Red Row First School



BEHAVIOUR POLICY

Date Written:	October 2021
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Responsible Governor:	Resource and Management Committee
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Our Behaviour Policy is designed to ensure that everyone at Red Row First 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 four simple school rules:

1. **Be Respectful** - Of everyone and everything.
2. **Be Responsible** – For your actions and words and how they affect the whole school.
3. **Be Resilient** – To setbacks and challenges. Don't give up without trying.
4. **Be Ready** – To always do your best and have everything you need to succeed.
5. **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.

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.

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.

EYFS:-

- Verbal warning and explanation of why behaviour choice is unacceptable;
- Time out in the thinking chair;
- Request for the HT (or if unavailable the AHT) to collect the child.

Key Stage 1 and 2:-

Managing behaviour in KS1 and 2 is based on reinforcing a calm and consistent message. If children are disrupting their own or other children's learning then the following steps will be taken:-

- Verbal warning and explanation of why behaviour choice is unacceptable;
- If the behaviour continues then the pupil will be given time out in a quiet area of the classroom;
- If behaviour persists in this lesson then the adult needs to explain that there is a consequence for repeatedly disturbing their learning and that of the other children in the class. Therefore, the pupil will be moved to another supervised area away from the class. After having this time to calm and refocus an adult will explain expectations on their return to class. If they have work that needs to be completed from this lesson, then they will do this in the next available lunch break. The adult will record this on CPOMs under "supervised time out – 10mins".
- Final sanction within the lesson, request for the HT (or if unavailable the AHT) 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 [MAPA], see relevant policy.

Lunchtime and Playtime: -

- Verbal warning and explanation of why behaviour choice is unacceptable;
- Time out in a quiet area of the yard, ideally the fence outside the Year 3 corridor;
- Request for the HT (or if unavailable the AHT) 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 five criteria of more challenging behaviour issues which we consider unacceptable:

- Aggression towards others or property (including hitting, kicking and biting)
- Repeatedly/blatantly refusing to do as a member of staff asks
- Bullying
- Stealing
- Spitting
- Repeated disruption of class resulting in 10 minute supervised timeout (3 times within a half term).

If these behaviours are witnessed, the child/ren should be sent to a member of the Senior Leadership Team and the class teacher will record the incident on CPOMS under the criteria "Yellow Card". The first yellow card acts as a warning for the child and should be made clear how serious this is – parents will be asked to come into school to discuss the ongoing problems and reminded of the next consequence; a second yellow card, equalling a red card. A red card means that a pupil will be internally excluded from school at lunchtimes for one week. They will be given a 5minute break at the end of lunch with a member of staff. At the end of each half term all yellow and red cards are reset by the child and Headteacher so there can be a 'new start', for the next term.

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. In these extreme and unusual circumstances the HT or AHT will be sent for. At this time the child will be asked to accompany the HT or AHT 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 the HT or AHT 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 MAPA to ensure that a pupil can be moved quickly and without harm, to a place of safety with the minimum amount of disruption. MAPA focusses on de-escalation and prevention, though in extreme circumstance where a child is endangering themselves, others or property physical restraint using MAPA 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.