Roch Community School Positive Behaviour Policy

Ready
Respectful
Safe

The school's Behaviour Policy is designed to support this ethos. It is based on the principle that every child has the right to learn and no child has the right to disrupt the learning of others.

The primary aim of the policy is that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community whose values and ethos are built on mutual trust and respect for all. The school's Behaviour Policy supports the way all members of the school can live and work together in an effective, considerate and supportive way.

The school has high expectations of behaviour and every member of the school community is expected to behave in a considerate way towards others, creating a culture of fairness and respect. This policy aims to help children grow up in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school actively promotes good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than deter anti- social behaviour. The school does not tolerate bullying of any kind and we act immediately to stop any further occurrences of such behaviour.

Ready, Respectful, Safe
The school uses the above motto to cover all aspects of its behaviour policy. Staff relate to this when discussing behaviours and actions with pupils.

Strategies for Encouraging Positive Behaviour

Expected Behaviours
The school makes use of "**Expected Behaviours**" to encourage positive behaviour in class. These are a visual resource used in all classes across the school to help pupils understand how they should be behaving throughout the day. The expected behaviours are clearly displayed for children to see. Expected behaviour is:

- Staying on task
- Being polite and courteous
- Keeping hands and feet to ourselves
- Following instructions from an adult
- Being ready to learn
- One voice at a time

Each class makes use of **'Show me 5'** (listening ears, looking eyes, lips closed, leave it alone, learning ready) to support the above expected behaviours and to gather children's attention at key points during their learning.

The school makes use of a house points system to reinforce positive behaviours. The three houses – **Dragons, Leeks and Daffodils** are clearly displayed along with the expected behaviours. Children are awarded house points to their specific house to reinforce positive behaviours.
House points are tallied up and a central House Points system (located in the Hall) that keeps a running total of the house points for the whole school.
The house captains collect a weekly total from each class and is responsible for deciding the reward for the House with the most points at the end of the half term.

When any of the 'expected' behaviours are not adhered to, then the children will be reminded and a series of steps using the behaviour reminder ladder will be followed by staff to ensure children comply with the expected behaviours.
To support pupils awareness of where they currently are with their behaviour each class uses a **'Best Me'** chart which helps children to realise where they currently are in terms of their behaviour

Where am I, right now?	
I am the best me that I can be.	I am respectful to people, places and things. I can wait my turn. I can actively listen. I can organise myself to learn. I treat others in the way I want to be treated.
At the moment, I need some help.	I might need reminding to be the best me. I might need time out. I might need to sit somewhere else. I might need to talk to an adult. I might need to spend time thinking about my actions.
I need to think carefully about the choices I am making.	I am behaving in a way that threatens or hurts those around me. I am making it difficult for others and myself to learn. I am behaving in a way that means I need to be removed from the class. I am behaving in a way which means I have to see Mr Good. My behaviour means that school need to speak to my parents.
I am at a crossroad in my life.	I have used aggressive and abusive language. Mr Good has spoken to my parents about how concerned staff are. My behaviour towards other people, places and things means I cannot come to school.

Behaviour Reminder Ladder:

Steps	Action
1. Gentle Reminder	Using the child's name to keep them on task or distract from negative behaviour
2. Verbal warning	Staff refer to the negative behaviour and request it to stop: Can you please show me good listening, etc.
3. Move to sit at a different location	Child moved to a different part of the class to encourage a more positive behaviour. (This may be on their own or by another person).
4. Intervention and discussion with member of staff	The teacher will take the child to one side and discuss their behaviour with the child and explain why their behaviour is causing concern whilst reinforcing what is expected in terms of their behaviour.
5. Removal from class/activity/supervised breaktime	Staff to remove pupil from class/activity to discuss the consequence of the child's behaviour. Parents will be contacted to inform them of the child's behaviour.

Staff are to refer to the **Behaviour Stages Chart** to recognise and identify different behaviours. Behaviour is set out into 3 stages to categorise severity of behaviour.
Stage 1 - this type of behaviour is low level disruption or repeated offence and is managed by the sequence of steps as outlined above.
Stage 2 - This type of behaviour is more extreme and can result in pupil moving directly to an intervention by staff/SLT, avoiding the first 3 steps in the sequence. This requires the intervention of the senior leadership team to support this type of behaviour. Depending on severity, parents may also be contacted to make them aware of the nature of the behaviour observed, i.e. fighting or use of foul or inappropriate language. Supervised breaktimes can be given when stage two behaviours are observed.
Stage 3 - This type of behaviour is extreme and will usually result in exclusion of some type.

Great efforts should be made to encourage the pupils to change their behaviour by promoting positive behaviour. Staff should make all efforts to support the pupils to change their behaviour to the positive behaviours. Examples of '**Scripts'** to support staff when dealing with challenging behaviour is outlined in **Appendix 2.**

To reinforce positive behaviour and recognise excellence in attitude, parents are informed of the highest scoring children from each school house from each class. This is done via the school's Facebook Page.

It is key that ***all staff***, including lunchtime supervisors, volunteer readers and any other member of the school community is aware and able to make use of the behaviour management system to support positive behaviour across the school.

Negative Behaviour Incident recording
When a child displays negative behaviour from **stage 2** behaviours a record should be made of the incident. The member of staff who witnessed/dealt with the incident should speak to all parties involved to gather relevant information. This then needs to be recorded in detail using **class charts**.
Lunchtime supervisors should make all attempts to collect information on incidents during break record these on class charts following the break time. Members of the SLT will receive a notification from Class Charts reviewing recent incidents involving behaviour.

Merit Assemblies

During Friday merit assemblies, there is an opportunity for the teachers to recognise and reward good behaviour, as well as effort in learning. Pupils earn certificates linked to the four purposes of the curriculum. We also take the

opportunity to celebrate children's extra-curricular activities during the merit assembly. These certificates and awards are posted on Facebook to promote the school's positive achievements.

Health and Well-being

The school makes use of a My Happy Mind and Think Equal to deliver the health and well-being curriculum. All staff have access to the resources to deliver these programmes.

ELSA (Emotional Literacy Support Assistant)

The school has an ELSA (emotional literacy support assistant) trained member of staff who deals with the emotional well-being of pupils. The designated member of staff is on hand to deal, not only with issues that have arisen from quarrels and fallings-out at break times and in class, but to also support class teachers with challenging behaviour in class. The member of staff is on hand to offer:

- in class support for the individual whose behaviour is causing disruption; with the aim of de-escalating the situation and returning the pupil to their learning
- Offering the pupil a 'cooling down' period away from class in which they are able to discuss that which has caused the situation to escalate, and how to resolve and prevent it in the future.
- Deliver relevant programmes to support children's well-being.

Positive Holding of Pupils

The focus is to create a calm, orderly and supportive school environment using the strategies of diversion, diffusion and de-escalation in the first instance. The use of physical intervention is a dynamic and /or comprehensive risk assessment and is always used as a last resort. Staff are aware of sensitivities associated with any form of physical contact with pupils by referring to positive holding plans. Prompts, guides, escorts and use of restraints using the Team Teach techniques as the preferred package of training will be used to safeguard the welfare and wellbeing of staff and pupils. The needs of each pupil are outlined following their individual risk assessment and included in their individual positive holding plan. This document will have been discussed with all relevant adults (including the parents) prior to implementation of the plan.

What the law says

Section 93 of the Education and Inspections Act 2006, replaced Section 550A of the Education Act 1996 and enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing any offence

- Causing personal injury to or damage to the property of any person (including the pupil himself); or
- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

4 members of staff including the Headteacher have been trained in Positive Holding techniques. These 5 members of staff are trained to make a dynamic risk assessment when supporting pupils with challenging behaviour, and in such circumstances they will initially:

1. Request a pupil to stop and de-escalate the situation
2. Remove the audience.
3. Request help.

Should the incident continue staff should refer to and use the strategies their training has indicated, to ensure duty of care to all concerned, in line with best practice.

For procedure and practice information documents are kept in the Headteacher's office. Policies are shared via all staff and are accessible on the staffroom notice board safeguarding section.

Team teach Disclaimers

In an effort to safeguard everyone involved in a violent incident where physical interventions are necessary. The skills and techniques taught have been included as a result of an on-going risk assessed review. Whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain.

Following the use of Team Teach, staff involved in the positive holding of pupils are required to de-brief away from the classroom to ensure their well-being is safeguarded. Opportunities to discuss the events are offered to the staff by the head/SLT to review the incident.

Exclusions

If the Headteacher excludes a child, he will inform the parents immediately, giving reasons for the exclusion in the form of a letter and also a phone call. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents how to make any such appeal in the letter provided on the day of exclusion.

The Headteacher will inform the Local Education Authority and the Governing Body about any permanent exclusions, 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 Headteacher.
The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When this committee meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the committee decides that the pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher, with the staff, monitors the effectiveness of this policy on a daily basis. The policy will be adapted, and any changes made will be in response to particular circumstances, or if the government introduces new regulations.

The success of this Behaviour and Discipline Policy is dependent on all the staff having consistent expectations of good behaviour and using consistent approaches to deal with misbehaviour.

Signed O. Good **(Headteacher)**

Signed Karen Lees. **(Chair of Governors)**

1.09.25 ***Review Date: 1.09.26***

Appendix 1

	Behaviour management strategies	**Negative behaviour examples**	
Stage 1 Behaviours	1. Gentle reminder (using name) 2. Verbal warning 3. Move to sit at a different location in class 4. Intervention by member of staff to discuss issues 5. Removed from Class to sit in corridor to continue with work Discussion with Headteacher/SLT to review behaviour 6. loss of free time/supervised breaktime/report home to parents	• Continued talking/being off task • Mild disruption to activity/learning • Loud outburst/noise • Disruption to others work • Answering back a member of staff • Refusal to follow instructions • Defiance • Continuing with actions after request to stop • Verbal abuse towards other children • Use of bad language (mild)	• Copying naughty behaviour of others • Off task talking, fidgeting, swinging on chair etc • Bringing in toys causing a distraction • Running indoors or near crowded areas • Not lining up quietly/moving to different areas calmly • Deliberately spoiling other pupils' games/activities • Talking in assembly • Pushing or causing an argument (e.g. during a game of football)
Stage 2 Behaviours	• Immediate intervention by SLT removal from class to minimise disruption to learning • Record on classcharts	• Use of foul/inappropriate language • Persistent disruption • Persistent bad behaviour	• Persistent fighting • Truanting • Threatening behaviour • Fighting involving same children

	• Headteacher/SLT intervention to manage behaviour • Supervision during breaktimes/lunchtimes • Report home to parents	• 'High level' persistent disruption which significantly affects the teaching and learning of others • Deliberate defiance to any adult • Persistent foul/inappropriate language	• Aggression towards an adult • Hacking another's account • Running away on a regular basis • Deliberate harm with a weapon
Stage 3 Behaviour	• Consultation with parents of **all children concerned** immediately on school premises directly after event. • Internal exclusion (removal from school based activities/class), fixed term exclusion or permanent exclusion • Outside agencies involvement, e.g. behaviour support, police to support following incident. • Report to Governing body/County council (where necessary)	• Severe physical assault against a pupil or adult- fighting, violent behaviour, wounding, obstruction and jostling • use of offensive language towards an individual, i.e. racist/homophobic language **but with a** lack of understanding/experience or judgement with regard to context of abuse and consequences of actions. • Verbal abuse/ threatening behaviour against another pupil or adult- threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon • Bullying – verbal, physical, homophobic, bullying, racist bullying including cyber bullying	• Sexual misconduct – sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti • Drug and alcohol related – possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse • Damage- vandalism, arson, graffiti, repeated hacking into another's account • Theft- stealing school property, stealing personal property, stealing from local shop on a school outing, selling and dealing in stolen property.

		• Racist abuse – racist taunting and harassment, derogatory racist statements, swearing that be attributes to racist characteristics, racist bullying, racist graffiti	• Persistent disruptive behaviour- challenging behaviour, disobedience, persistent violation of school rules • Other – includes incidents which are not covered by the categories above but this category should be used sparingly.
	Behaviour management strategies	**Positive behaviour examples**	
	Raffle ticket/merit certificates	• **Showing polite, courteous manners** • **Kindness** • **Showing respect** • **Good attendance** • **High standard of work** • **Keeping workspace/classroom neat** • **Completing a high standard of homework**	• **Good concentration** • **Positive attitude** • **Positive growth mindset** • **Perseverance** • **Not being led astray by others** • **Walking in corridors** • **Good listening during assemblies**

Appendix 2 – Scripts

Seven assertive sentence stems:

1. You need to … (speak to me at the side of the room)
2. I need to see you … (following the agreed routine)
3. I expect … (to see your table tidy by the end of the timer)
4. I know you will … (pick up the books)
5. Thank you for… (going to the back of the line where there's a space)
6. I have heard what you have said, now you must… (come with me to the class next door to calm down)
7. We will… (have a better day tomorrow)

Seven juicy bits of script

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen… If you choose not to do the work, then this will happen… I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the Anna I need to see today, that is the Anna you can be all the time.

3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.

4. I am not leaving, I care about what happens. You are going to be brilliant.

5. What do you think the poor choices were that caught my attention?

6. What do you think you could do to avoid this happening in the next lesson?

7. Darrel, it's not like you to… (shout out)

Three things to do when pupils clam up

Try using:

1. OK, imagine if there were… (people affected/a way of putting it right/things you could do differently) What would they be?

2. 1 – 10 scales: On a scale of 1 to 10 how angry were you?

3. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs <name> sit with you and help you with the answers?

Six ways to reroute a power play

1. I understand … (that you are angry/upset/livid)

2. I need you to … (come with me so that we can resolve this properly)

3. Maybe you are right … (Maybe I need to speak to them too)

4. Be that as it may… (I still need you to join in with the group)

5. I've often thought the same… (but we need to focus on…)

6. I hear you … (it's not easy but I know that you can do it brilliantly)