



Roundwood Primary School

Behaviour Policy

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| Name of Policy | Behaviour Policy |
| Date of last review | Autumn 2016 |
| Date of next review | Autumn 2018 |
| Governing Body Committee Responsible | Resources |
| Member of Staff responsible | Headteacher |

Introduction

At Roundwood Primary, our school motto – To Learn – To Live – Together – reflects the need to instil in all our young people the understanding that they have an active part to play within our school community. In order for all members of our school and wider community to flourish, they must be able to learn and live together in an environment which respects the differences of others; demonstrates an understanding of the needs of others; encourages individuality and promotes honesty and compassion towards everyone.

At Roundwood we are proud of our high standards of behaviour. Each child has the right to feel safe and respected at all times, and to expect an orderly atmosphere in which he/she can learn successfully. It is impossible for children, or staff, or parents and carers, to achieve this on their own, therefore all members of the community need to work together to ensure that the behaviour policy is successful.

This policy sits with in the context of our core values of **courtesy, co-operation, honesty, tolerance** and **respect** in all that we do. It is underpinned by Hertfordshire Steps, a key part of the Hertfordshire Behaviour and Attendance Strategy. Hertfordshire Steps is a positive behaviour management approach which adopts the following principles:

- Shared focus on inclusion of all children within the school
- Shared values and beliefs across communities
- Shared communication, diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

All staff received Hertfordshire Steps training in January 2016. This is updated annually.

Aims of the policy

The purpose of this policy is to ensure the pupils, staff, parents and governors understand the school's approach to behaviour and the individual roles we have in this regard. The Headteacher is primarily responsible for the behavior in the school. In this, the Head is supported by the governors, staff and parents. As a staff, we believe that all pupils in our school have the right to:

- Feel safe at school
- Have fun
- Make mistakes
- Learn
- Be themselves

Responsibilities, Rewards and Consequences

Our behaviour policy depends upon rewarding and reinforcing good behaviour and giving clear consequences for unacceptable behaviour. Children need clear, fair rules which they are regularly involved in discussing and revising.

Class Responsibilities

At the beginning of each school year, rights and responsibilities will be discussed and agreed in each individual class. Class responsibilities will be on display in a prominent area of the classroom, and will be referred to when discussing rewards and sanctions.

Rewards

A range of rewards is provided for children who behave positively. These rewards and incentives may include:

- Praise and verbal recognition for good behaviour
- House points

- 'Top banana' award
- Stickers
- Sharing success with other members of the school community
- Table points
- Individual class reward systems

Unacceptable Behaviour

The following types of behaviour are unacceptable at Roundwood and will be dealt with accordingly:

Disobedience

Biting, scratching, hitting and kicking

Foul language and swearing

Making unkind remarks

Lying

Damaging property

Answering back, rudeness and aggression towards an adult

Stealing

Truancy

Racist comments

Comments or actions which are discriminatory

Gangs and bullying

Temper tantrums and physical disputes

Play fighting

Children who condone or join in negative behaviour must also expect to accept part of the blame for their actions

In serious cases, consequences could include temporary or permanent exclusion.

See Appendix I for further details of behaviour categories and consequences.

Responding to incidents

When appropriate, incidents of unacceptable behaviour will be investigated taking separate accounts from pupils involved and from witnesses. These incidents will be recorded in class incident logs which are monitored, at least termly, by a member of the Senior Leadership Team.

Lunchtimes Guidelines

We expect our children to behave well at all times, including at playtimes and lunchtimes. Our aim is to be proactive in engaging children in play activities during the lunchtime session rather than reactive and dealing with issues. We believe that it is important for children to understand that expectations of behaviour on the playground are the same as in the classroom and as such, playtime and lunchtime behaviour is subject to the same rewards and consequences as behaviour at other times in the school day.

A senior member of staff is on duty during lunchtimes to be a visible presence, to support MSAs and to deal with any serious incidents.

MSAs complete a behaviour incident log for any lunchtime incidents that have required a consequence.

Breakout club

We recognise that there are some children for whom lunchtime can be a particularly challenging and often stressful time. Breakout club is additional provision for these children who may find the lunchtime difficult or who need extra support with social interaction.

Playground leaders

Playground leaders are children in Year 6 who wish to help ensure children engage in physical activity in a safe and happy environment. The leaders arrange and lead a range of playground games on both the Key Stage 1 and key Stage 2 playgrounds.

Bullying

We are committed to providing a happy, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. Persistent bullying can severely inhibit a child's ability to learn effectively and is detrimental to mental health and emotional well-being. All pupils are encouraged to speak out, reporting incidents of unacceptable behavior to staff so that incidents can be dealt with promptly and effectively.

Please refer to our separate Anti-Bullying Policy which runs alongside this policy.

Special Educational Needs

We recognise that for a small number of children whose social, emotional and behavior needs are greater than those encompassed by the whole school rewards and consequences system, a more personalized approach is necessary in order to support them in their ability to regulate their own behavior. Children with a higher level of need may have an Individual Risk and Management Plan devised in collaboration with the pupil, staff, parents and other professionals involved in supporting the child.

Working in partnership

Families have a vital role to play in promoting good behaviour in school. Parents have a right to expect that the school will deal with behaviour issues sensitively, supportively and thoroughly. The school has a right to expect that parents will give their full support in dealing with their children's behaviour.

Parents can expect the school to:

- Welcome them into the school
- Keep them informed about the progress of their children
- Deal with any concerns promptly
- Involve them at an early stage in any disciplinary problems if necessary
- Be constructive
- Promote good manners and respect

The school expects parents to:

- Keep us informed about any behavioural difficulties at home
- Inform us of any trauma affecting their child
- Inform us about a child's ill-health and absences
- Be willing to support the school in dealing with behaviour issues
- Discuss the school behavior policy with your child
- Promote good manners and respect

Other Agencies

When appropriate, full use will be made of agencies such as Social Services, Health Services, Educational Psychologist, Police, Child Protection Team, etc

Appendix I

| | Unacceptable Behaviour | Consequences |
|--|--|---|
| C A T E G O R Y 1 | <ul style="list-style-type: none"> • Being rude to a member of staff or another pupil • Shouting out across the classroom • Being deliberately loud to disturb others • Making silly noises that disturb others • Deliberately dropping litter • Pushing into the line | <ul style="list-style-type: none"> • You will be reminded of the behaviour that is expected • You will be given a second and final warning • If you have to be spoken to again, you will miss your break time or some of your lunch time and your behaviour moves to Category 2 |
| <ul style="list-style-type: none"> • A debrief will take place with the child to discuss the effect of the child's choices on others, e.g. the effect of tapping a pencil on other learners* | | |

| | Unacceptable Behaviour | Consequences |
|--|---|--|
| C A T E G O R Y 2 | <ul style="list-style-type: none"> • <i>Continuing with any of the behaviours in Category 1</i> • Swearing • Using unkind, offensive or discriminatory language • Lying • Using the play equipment in a dangerous way that puts others at risk • Ignoring instructions - not following what an adult has asked you to do • Refusing to do your work • Preventing others from learning | <ul style="list-style-type: none"> • You will be reminded of the behaviour that is expected • You will be given a second and final warning • If you have to be spoken to again, you will have a debrief during your break time or some of your lunch time and your behaviour moves to Category 3 • You will be asked to leave the room for time away for a specified amount of time • You may be asked to write a letter to say sorry • Access to privileges in school may be withdrawn • You might be sent to another teacher |
| <ul style="list-style-type: none"> • The debrief will involve a restorative element, e.g. a letter of apology or a face to face apology that has been rehearsed* | | |

| | Unacceptable Behaviour | Consequences |
|---|---|---|
| C A T E G O R Y 3 | <ul style="list-style-type: none"> • <i>Continuing with any of the behaviours in Category 2</i> • Fighting • Stealing • Spitting • Bullying • Continuing to use unkind, offensive or discriminatory language • Continuing to swear • Arguing rudely or aggressively with an adult • Threatening children or adults • Hurting someone deliberately • Deliberately damaging property | <ul style="list-style-type: none"> • Your parents will be spoken to about your behaviour • You will discuss how to change your behaviour with your parents • Your behaviour will be recorded in the behaviour book • You will need to make up any working time you have lost • Prolonged limited access to outside space – reflecting on the behaviour initially and then completing an activity so that you show you are ready to access the outside space safely • You may have to talk about your behaviour with Mrs Webb • Mrs Webb may exclude you from lunchtimes or for a whole school day |

| | Unacceptable Behaviour | Consequences |
|---|--|--|
| C A T E G O R Y 4 | <ul style="list-style-type: none"> • <i>Continuing with any of the behaviour in Category 3</i> • Hurt someone causing serious injury • Causing serious damage to property • Behaving in a way that is dangerous to yourself or others • Regularly behaving in a way that stops your class from learning • Bringing an object into school that could be intentionally used to harm another person | <ul style="list-style-type: none"> • Your parents will be contacted immediately • You may be excluded from school for up to 5 days |