



Behaviour Policy

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Date of policy	April 2018
Review date	April 2021

INTRODUCTION

At Roxeth Mead School we aim to provide a stimulating and supportive environment that encompasses the highest standards of personal development for each child thus equipping them with a set positive attitudes for future life.

We also seek to

- provide the highest standards of teaching
- foster a sense of ambitious direction and independence which engenders a life-long love of learning
- nurture pupils understanding of mutual respect and responsibility
- maintain a happy, healthy and safe environment.

AIMS

We promote good behaviour, self-discipline and respect. We believe that good behaviour comes from clear expectations and consistency. Good behaviour and discipline are the foundations of all learning and without a calm, orderly atmosphere, effective teaching and learning cannot take place. Every member of our school community has a shared responsibility to support children to prevent bullying by developing courtesy, kindness and consideration towards others. Our main aim is to ensure that all children feel safe at our school. In order to do this, all adults are responsible for ensuring high standards of behaviour and teach our children to take responsibility for their own behavior by:

- Being positive role models.
- Having a clear and consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Encouraging a calm, purposeful and happy atmosphere within the school.
- Fostering positive caring attitudes towards everyone.
- Increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- Creating clear boundaries of acceptable behaviour to ensure safety.
- Raising awareness of appropriate behavior.
- Promoting the school rules in a positive/consistent way.

ROLES AND RESPONSIBILITIES

Staff:

- Model good behavior.
- Use rules and sanctions clearly and consistently.
- Create a safe environment, physically and emotionally.
- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging and interesting and relevant curriculum.
- Work with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that each is an individual.

Parents/Carers:

- Support the school in the implementation of this policy.
- Be aware of the school rules and expectations.
- Foster good relationships with the school.
- Make children aware of appropriate behaviour in all situations.

- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.

Pupils:

- Follow the school rules and expectations.
- To work to the best of their abilities, and allow others to do the same.
- Treat others with respect.
- Take responsibility for their behavior.

SCHOOL RULES

We frame our school rules positively and constantly refer to them during the school day by praising children who follow them and reminding others of what we expect at Roxeth. All members of staff are responsible for maintaining excellent standards of behaviour within the school. The school rules should be discussed, displayed and reinforced regularly.

Our STAR behaviours are:

- Self-Control
- Take responsibility for your actions
- Always follow instructions
- Respect

The poster to the right is displayed in every classroom to remind the children what we expect.



APPROACH TO BEHAVIOUR

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. Children should understand that rules are made for good reasons and they should follow them. Langshott rules have been agreed by the whole school community. These rules apply at all times. Reference to the school rules should be made at all times to encourage good behavior.

All adults at Roxeth Mead convey clear expectations of behavior to the children by:

- Being good role models.
- Ensuring consistent behaviour management strategies.
- Taking unacceptable behaviour seriously.
- Reinforcing school rules.
- Delivering a PSHE programme.
- Using assembly time to share messages with the whole school/Key Stage.
- Using circle time to reflect and discuss issues relating to behaviour.
- Responding to individual needs.
- Clearly displaying the school rules in classrooms and learning spaces.
- Clearly displaying a visual timetable.
- Enlisting the support of parents/carers.
- Setting expectations of behaviour at the beginning of the school day/lesson; when going on trips etc...

BUILDING POSITIVE RELATIONSHIPS TO PROMOTE GOOD BEHAVIOUR

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, teachers and children must treat each other with a level of mutual respect.

We aim to build positive relationships with our families by:

- Meeting and Greeting - Children should be greeted each morning by their class teacher.
- Genuine Praise – Acknowledging efforts and achievements can boost self-confidence and help motivate children to keep trying hard and looking for effective strategies to overcome their challenges. It is important to praise the effort rather than the ability.
- Being a positive role model – Behave in a manner that we expect from the children.
- Create a welcoming environment – Ensure the learning environment promotes our high standard of behaviour and learning.
- Be clear with rewards and sanctions.
- Promote our school motto and values: Joy in Learning
- Develop clear communication – Teachers are available to meet with parents and use link books for written communication between home and school.

CLASSROOM MANAGEMENT STRATEGIES

As children spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure good standards of behaviour. Classrooms are tidy and well organised to have a positive impact on behaviour. Bearing this in mind teachers should aim to: -

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are;
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupil's abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson;
- Continually observe or 'scan' the behaviour of the class;
- Be aware of, and control their own behaviour, including stance and tone of voice;
- Model the standards of courtesy that they expect from pupils;
- Emphasise the positive, including praise for good behaviour as well as good learning;
- Analyse their own classroom management performance and learn from it;

BEHAVIOUR AROUND THE SCHOOL

We expect the same level behaviour from our children as they move around the school, as they show in the classroom. Children move quietly around the school building, showing politeness and consideration for others.

In the Playground - All children should feel safe outside and must be aware of the importance of informing an adult if they have been hurt or feel worried about something. There is a good range of equipment available for the children to use at lunch times so that children do not get bored.

In the lunch hall - Children eat all together to engender a sense of social occasion. After the meal, children should help the adults to clear their eating area, leave the Hall quietly and walk to the playground.

Behaviour at Breakfast and After School Clubs - The same high expectations of behaviour apply at our Breakfast and After School Club and in other clubs run at other times in the school day. Staff will manage behaviour at these clubs by following our whole school systems of rewards and sanctions. As clubs are not part of our normal curriculum, we do not need to formally exclude a pupil, but we reserve the right to refuse entry for pupils who are persistently disruptive.

School Uniform - Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour.

BEHAVIOUR SYSTEMS

We aim to have a positive approach to behaviour. We regularly praise the children for following school rules, moving around the school in a calm and quiet way and for being considerate of others and the environment. We use verbal and non-verbal praise to boost children's self-esteem and for recognising the effort they make to ensure that Langshott is a calm, purposeful place for learning. Although we aim for children to develop a sense of intrinsic reward, we reinforce positive behaviour with praise and recognition, including whole school rewards.

Rewards

- Superhero certificates awarded every Friday in Assembly
- Stickers
- Verbal praise
- Class rewards e.g. marbles in the jar

Sanctions

All adults at Roxeth Mead support children to understand when behaviour is unacceptable. They will remind children about making the right choice. They will support children to resolve disputes by demonstrating fairness, hearing all viewpoints and allowing children to decide how to make amends.

Visual Behaviour Systems

Expectations of behaviour are displayed in each classroom and around the school. If inappropriate behaviour is displayed, the teacher or TA will employ appropriate sanctions to enforce the school rules and to ensure a safe and positive learning environment. When using sanctions, staff ensure that they are constructive and allow the child to learn from what has happened. The sanction is given by the class teacher or the member of staff responsible for the class when the incident took place.

If inappropriate behaviour is displayed, sanctions include:

1. A verbal warning
2. Timeout (with a timer)
3. Reflection time at break or lunch
4. Removed from class and some time spent with another member of staff
5. Parents/carers informed

Any incident of serious misconduct – may result in the child being removed from the classroom/playground and parents being contacted.

Reflection Time

Giving the children time to reflect on their behaviour choices encourages them to identify ways in which their actions can affect others learning and experience of school. A restorative conversation shows how a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed on them.

Supporting children with persistent behavioural difficulties

The majority of our children respond positively when staff follow the guidelines as laid out in this behaviour policy. However, a small percentage of pupils may need additional support to improve and manage their behaviour. If the above sanctions do not have an impact on a child's behaviour, we would need to take a more in-depth look into their behaviour and set up interventions to improve behaviour. This might include:

- Varying the classroom management
- Notes in the learning diary/planner sticker chart
- Regular meetings with parents/carers to discuss progress
- Behaviour contracts

We must remind ourselves that 'the behaviour is the problem, not the child'.

To support children with behaviour difficulties, teachers and teaching assistants will use some or all of these strategies as necessary:

- Discuss expectations of behaviour with the child
- Ensure the child knows about successes straight away
- Promote activities to boost the child's self-esteem
- Ensure learning opportunities are suitably differentiated to meet the needs of the child
- Set small and achievable goals for the child through a behaviour contract

Swearing

Swearing and other forms of inappropriate language are never acceptable and the offender will be warned and reprimanded appropriately.

Bullying

Please refer to our Anti-Bullying policy

Racist language/incidents

Racist language is never acceptable and will be dealt with in line with this policy. Any incidents will be reported to the Headteacher.

Sexual Harassment and Sexual Violence between children

Sexual harassment and sexual violence can occur between two children of any sex. It can occur through a group of children harassing a single child or a group of children. It can occur online and offline. It can be both physical and verbal. Sexual violence and sexual harassment is not acceptable and will not be tolerated. Roxeth Mead will not tolerate or dismiss sexual harassment or sexual

violence as “banter”, “part of growing up”, “just having a laugh”, “boys being boys”. We will challenge any inappropriate sexual behaviours such as grabbing bottoms and genitalia. (See appendix – Sexual Behaviours Traffic Light Tool)

Positive Touch / Restraint

All staff have a duty of care to children and if they are

- At risk of injuring themselves
- At risk of injuring other pupils
- At risk of injuring adults
- At risk of damaging school property

Staff may need to intervene and either move the child or restrain a child. Staff will execute emergency restraint as a last resort on pupils who are out of control.

EXCLUSION

In the most serious cases, where all interventions have failed or where behaviour is dangerous or a threat to another child or member of staff, we may use an exclusion. The school will engage proactively with parents/carers in supporting the behaviour of individual children. Fixed period exclusions will be for the shortest time necessary.

Exclusion may be triggered by:

- Physical assault against a pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adults
- Bullying
- Racist abuse
- Sexual misconduct
- Homophobic/transgender abuse
- Deliberate damage to property or theft
- Persistent disruptive behaviour
- Possession of any item which is illegal or banned from school

If a child is excluded for a period of less than 5 days the school will provide work. In the event of a permanent exclusion the Local Authority will be contacted so that alternative education can be organised.

Reintegration interviews following exclusion are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with the opportunity to reflect on what has happened and plan any additional support which may be needed to ensure a pupil's successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

CONFISCATION OF INAPPROPRIATE ITEMS

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances, staff confiscate items which are banned from school and return them to parents/carers at the end of the day. The ‘Education and Inspectors Act 2006’ allows for the use of confiscation as a disciplinary sanction. In our school, situation where confiscation would be appropriate include:

- An item that poses a threat to others;
- An item that poses a threat to good order for learning;
- An item poses a health or safety threat;
- An item which is illegal for a child to have

INVOLVING PARENTS AND CARERS

When parents/carers are approached it should be to:

- Seek their help and support
- Inform them of any incidents which may cause their child to become distressed or anxious

Involving parents will, in most cases, follow these steps:

- An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of.
- Parents/carers are asked to come in for a formal meeting with the class teacher
- Parents are asked to come in for a formal meeting with the Headteacher/Deputy Headteacher.

BEHAVIOUR OUTSIDE OF SCHOOL

At Roxeth Mead we expect our children to behave properly on their way to and from school and when wearing the school uniform in a public place.

This behaviour policy will be enforced during school hours in school, during teacher led clubs, whilst on school trips

The Headteacher reserves the right to investigate and deal with incidents that have taken place out of school, but adversely affect the orderly running of the school, threaten the safety of a pupil or staff member or could adversely affect the reputation of the school.

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

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