



## ROSECROFT PRIMARY AND NURSERY SCHOOL

### Behaviour Policy & Procedure



#### Introduction

Rosecroft Primary and Nursery School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same, ensuring that everyone feels valued, respected and secure. We believe that pupils will achieve their full potential in an environment where learning can flourish, self-esteem grows and kindness and consideration for others is celebrated.

Our behaviour policy guides staff to teach **self-discipline**, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor behaviour and dynamic interventions that support staff and learners.

We aim to:

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

This policy will:

**Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

#### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- **Behaviour and discipline in schools**
- **Searching, screening and confiscation at school**
- **The Equality Act 2010**
- **Use of reasonable force in schools**
- **Supporting pupils with medical conditions at school**

It is also based on the **special educational needs and disability (SEND) code of practice**.

In addition, this policy is based on:

- **DfE guidance** explaining that schools should publish their behaviour policy and anti-bullying strategy online.

#### Definitions

##### Some General Principles

- All behaviour is communication
- All behaviour is a skill
- All behaviour has a purpose...to understand the purpose requires an understanding of the person
- Effective behaviour management is proactive as well as reactive
- There is a strong link between behaviour and pupil engagement

- Supportive behaviour management systems foster self-management
- Understanding the cycle of misbehaviour enables the provision of appropriate intervention
- Understand the behaviour without rejecting the pupil
- Managing behaviour requires a consistent approach

### **Inappropriate behaviour**

Behaviours that may - at another time and in another place - be appropriate and acceptable. They may occur due to a lack of awareness of social norms and conduct, or due to poor impulse control.

Examples: crossing personal space boundaries, swearing, burping.

### **Disruptive:**

Behaviours that interrupt the usual flow of a lesson and are context specific, occurring in certain, but not all settings. They are the most common form of difficult behaviour, but are responsive to adjustments in strategies.

Examples: calling out, inappropriate language and gestures, name calling, put downs, interrupting others.

### **Challenging:**

Behaviours that cause significant disruption to normal routines and school functioning and require more than the usual range of school interventions to achieve change. Characterised by behaviours of such intensity, duration and frequency that they present a risk to physical safety and well-being.

Examples: Physical Aggression (biting, pinching, throwing furniture, assault), Verbal Aggression (abusive language, threats, intimidation).

### **Values, Rules & Relentless Routines**

Rosecroft Primary School and Nursery believe in three key values: Work Hard, Be Respectful and Stay Safe. In order to truly achieve these values, a number of rules are followed. These rules are underpinned by relentless routines which are upheld, modelled and encouraged by all members of staff. It is the intention that, through the use of rules and routines – along with celebrations of success and suitable sanctions for inappropriate behaviour, all students can become hardworking, respectful and safe individuals.

| <b>Work Hard</b>  | <b>Be Respectful</b>  | <b>Stay Safe</b>  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• We make the most of every moment</li> <li>• We follow instructions</li> <li>• We take responsibility for our own learning</li> <li>• We have our learning resources ready</li> <li>• We overcome learning difficulties</li> <li>• We recognise our progress</li> </ul> | <ul style="list-style-type: none"> <li>• We show we are listening</li> <li>• We support others who are struggling</li> <li>• We say thank you when we receive something</li> <li>• We say please when we would like something</li> <li>• We treat each other with kindness</li> </ul> | <ul style="list-style-type: none"> <li>• We speak to adults we trust if we have concerns</li> <li>• We walk in school</li> <li>• We tidy up after ourselves and others</li> <li>• We use equipment appropriately</li> <li>• We sit sensibly on our stool</li> <li>• We line up carefully and walk through the school quietly</li> <li>• We tuck our shirts in.</li> </ul> |

All of these rules can be underpinned by relentless routines, which must be demonstrated by all staff at all times. It is the collective responsibility of all staff to praise children who follow the rules and correct pupils who are not accurately following the rules.

In addition, the school uses the Thrive Approach to support children who find managing their feelings difficult or are coping with stressful situations. We assess the children's level of emotional development

and need using the Thrive tools. Thrive practitioners devise and deliver individual, group or whole class input where necessary, engaging with families as appropriate.

For some children, difficulties with behaviour management may be an integral part of an ongoing Special Need. Whilst we will have high expectations of their behaviour, additional measures may be required to support them. As such, appropriate adults will be informed of these support strategies for particular pupils.

### **Responsibility**

All staff are responsible for the management of positive and negative behavioural choices of children – whether as individuals or in groups. It is best to refer to the school’s key values: Work Hard, Be Respectful and Stay Safe when discussing children’s behaviours to help children understand we are working together to achieve these aims as a team.

Children are responsible for reflecting on and learning from both their own - and others’ - positive and negative behavioural choices. They should demonstrate positive behavioural choices and refer concerns to trusted adults, in order to inspire and support their peers.

### **The governing body**

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will

- ensure that the school environment encourages positive behaviour
- that staff deal effectively with poor behaviour
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

In accordance with our home school agreement, parents and carers must agree to support the school behaviour policy. Parents must:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Share responsibility for modelling good behaviour (see Acceptable Behaviour for Parents and Visitors Policy)
- Please see our unacceptable behaviour policy for further information in regards to inappropriate behaviour from parents, carers and other visitors.

### **Positive Reinforcement**

In the majority of situations, our school values should be reinforced positively by praising, rewarding and celebrating children who go above and beyond in regards to our values and rules.

In order to instil a positive, teamwork approach, children can acquire house points for their team (Mountains, Oceans, Forests or Deserts) to remind pupils that positive behavioural choices have a beneficial impact on the school community as a whole. At the end of each term, house points are

totalled up for each house and the winning house receives a trophy with ribbon corresponding to their house colour.

### Positive Reinforcement: Break, Lunch, Assemblies & Corridors

| Going above and beyond the expectation for               | Praise, reward or celebration  |
|--|--|
| Working hard<br><br>Being respectful<br><br>Staying safe | <ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Non-verbal praise (smile, thumbs up etc.)</li> <li>• House point – child to be provided with a sticky tab. The child is responsible for recording their name on the tab and passing it onto their class teacher who will log the house point.</li> </ul> |

### Behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the

classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display agreed classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

They will ensure:

- **Consistent language**
- **Consistent response** - Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up** - Ensuring 'certainty' at the classroom level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement** - Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences** - Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- **Consistent models of emotional control** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **Consistently reinforced rituals and routines for behaviour around the site** In classrooms, around the site, at reception.
- **Consistent environment** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners
- **Consistent respect from the adults** Even in the face of disrespectful learners!
- **Consistent, calm behaviour**
  - First attention for best conduct
  - Relentless routines

All staff will:

- Meet and greet at the door.
- Model positive behaviours and build relationships.

- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

### Scripts: 30 second intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower
2. State the behaviour that was observed and which rule/expectation/routine it contravenes
3. Tell the learner what the consequences of their action is. Refer to their previous good behaviour/learning
4. as a model for the desired behaviour
5. Walk away from the learner; allow her time to decide what to do next.

If there are comments, as you walk away write them down and follow them up later.

### We resist endless discussions around behaviour and spend our energy returning learners to their learning

#### Time-out

- The learner is asked to speak to the teacher *away from others*
- Boundaries are reset
- Learner is asked to *reflect* on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions
- Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. **In general, three minutes should be enough.**
- If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, the member of SMT/SLT on management time will escort the learner to a workspace outside the teaching room.
- **Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

#### Restore

Reparation meetings are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

Class teachers will take responsibility for leading reparation meetings, SMT will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. **At Rosecroft we make sure that this is done discreetly.** We do not allow other learners to see reports or reward charts for other children.

#### Key Stage Leaders

- **Are not expected to deal with behaviour referrals from team members in isolation.** Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Will meet and greet learners at the beginning of the day
- Be a visible presence around the school to encourage appropriate conduct
- Support colleagues in returning learners to learning by sitting in on reparation meetings and supporting teachers in conversations
- Encourage use of Positive Notes and Positive Phone Calls

- Ensure staff training needs are identified and targeted
- Use behaviour data for their phase to target and assess interventions
- Make sure that the 'buck stops here'

### Senior leaders

- **Are not expected to deal with behaviour referrals in isolation.** Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners
- Will meet and greet learners at the beginning of the day
- Be a visible presence around the site
- Regularly share good practice
- Support Key Stage Leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

### Positive Reinforcement: In Class

It is beneficial for each classroom to have a visual reminder accessible to support staff and pupils in modelling, following and rewarding appropriate positive behaviours.

| Going above and beyond the expectation for | Praise, reward or celebration   |
|--|---|
| Working hard                               | Verbal praise   |
| Being respectful                           | Non-verbal praise (smile, thumbs up etc.)   |
| Staying safe                               | <p>House point – class teacher will log the house point</p> <p>Phone call, post card or another acknowledgement home when pupils are consistently going above and beyond the expectation. This often correlates to the number of house points are child has acquired individually.</p> <p>Some classes also have their own system to reward the whole class when they are deemed to be going above and beyond the expectation as a whole. For example, marbles in a jar which eventually result in a class treat.</p> <p>Certificate in celebration assembly and/or work displayed in front of assembly</p> |

### Consequences

At times, it may be appropriate to sanction children in order to reinforce the fact that a negative behavioural choice is not acceptable. It is the responsibility of all staff to challenge and manage negative behavioural choices at any point in the school day including during external trips. However, it is vital that staff follow appropriate systems to ensure that these situations are dealt with appropriately for all involved.

Much like house points, consequences are logged, too. This is to help monitor particular behavioural choices throughout the school to help identify areas to develop as a community. It is also beneficial for staff and family to support pupils if particular behaviours patterns begin to emerge.

It is imperative that, when the events of a witnessed or reported negative behavioural choice are uncertain, the adult should hear the viewpoints of all involved and any potential witnesses. Once the adult has ascertained the clearest picture of events prior to the behaviour, they should refer to the chart below.

It is not appropriate to sanction children who have followed the rules and therefore whole group or class sanctions should not be deployed unless the staff member is certain that each member of the group or class did not follow the rules. As mentioned previously, staff members should instil positive team work behaviours through the use of house points instead of sanctions.

Adults should endeavour to avoid loss of learning time for other pupils when dealing with behaviour.

Shouting is only acceptable when used to alert people to danger or to help avoid potential danger. Whilst not an exhaustive, or definitive list, the following indicates the types of negative behaviour and associated consequences:

| <b>Level</b>  | <b>What does it look like?</b>  | <b>How is it dealt with?</b>   |
|---|---|--|
| <p>Low-level behaviour</p> <p>Dealt with by:</p> <p>Anyone who witnessed including: support staff, class teachers, playground staff &amp; SLT</p>   | <p>Calling out</p> <p>Not following instructions</p> <p>Not sitting properly</p> <p>Running indoors</p> <p>Being impolite</p> <p>Being inappropriately noisy</p> <p>One-off disruption of learning to others</p> <p>Littering</p>   | <p>Logged (KS2)</p> <p>Verbal warning</p> <p>Non-verbal warning (look)</p> <p>Completion of work at a later time</p> <p>If persistent:</p> <p>Loss of time at break and/or lunch</p> <p>Sent to another classroom</p>                              |
| <p>Medium-level behaviour</p> <p>Class teacher (with potential support from Key Stage Lead/SLT)</p> <p>Playground staff (with potential support from Class Teacher and/or Key Stage Lead/SLT)</p> | <p>Work avoidance</p> <p>Disrespecting property with no intention to harm/damage</p> <p>Disrespecting property with intention to damage</p> <p>Sustained disruption of learning to others</p> <p>Swearing/inappropriate language</p> <p>Theft</p> <p>Lying about an incident</p> <p>Unintentional sexualised behaviour</p>  | <p>Logged (KS2)</p> <p>Completion of work at a later time</p> <p>Written apology</p> <p>Community service</p> <p>Parent to be contacted</p> <p>If persistent:</p> <p>Escalate to senior leadership team. (Record of behaviour to be provided.)</p> |
| <p><b>High-level behaviour</b></p> <p>Headteacher &amp; Deputy Headteacher</p>  | <p>Intentional physical harm to others and/or property</p> <p>Intentional acts that result in physical harm</p> <p>Intentional racist or homophobic language</p> <p>Intentional spitting</p> <p>Carrying weapons and contraband</p> <p>Behaviour with the potential to endanger self or others (climbing inappropriately, attempting to or succeeding in leaving school boundary)</p> <p>Serious intentional damage to property</p> <p>Intentional sexualised behaviour</p> | <p>Logged (KS2)</p> <p>Parent to be contacted</p> <p>Internal Exclusion</p> <p>Headteacher only:</p> <p>Fixed Term Exclusion</p> <p>Permanent Exclusion</p>  |

### **Ongoing unacceptable behaviour**

Children who need more support to manage their behaviour appropriately will have their own plan devised by the class teacher with support from the SENDCo and/or the Thrive team. This may include therapeutic work or preventative measures such as a busy box, a discreet, personal visual prompt such as a traffic light, or smiley/ sad faces chart with reward built in when the desired behaviour has been achieved.

This will be planned where possible in collaboration with their parents, who will be consulted and updated regularly

We recognise that repeatedly disruptive behaviour in class will impact on the learning of others. As staff, we support each other and a child can be sent to a colleague until it is felt he/she can return to his/her class.

### **Extreme behaviour**

The safety of the children is paramount in all situations and if a child's behaviour endangers the safety of others, the adult will stop the activity and seek assistance.

The Head teacher or members of the Senior Leadership Team will be informed by class teachers, teaching assistants or MSAs of serious incidents or incidents of repeated misbehaviour. Individual incidents will be dealt with immediately and parents informed.

Children who exhibit extreme behaviour or show high levels of violence towards themselves or others will be referred to the SENDCO. They will have individual risk assessments and behaviour plans. In line with our Accessibility Plan Policy, these supportive approaches are put in place to help children access the curriculum to the greatest extent possible. Staff will have additional training from Norfolk Steps. Further advice can be obtained from SEN policies and the Use of Force to Control or Restrain Pupils policy.

### **Exclusions**

As a last resort a child may be excluded from school. The Head Teacher and governing body will follow the guidance laid down by Norfolk County Council's policies on exclusion in that instance. In an extreme case, exclusion can be used as an immediate sanction.

### **COVID-19 Addendum**

In light of the **COVID-19** Pandemic and associated risk assessments, the school:

- **expects parents/carers to speak with and spend time supporting their child to understand the importance of the behaviour rules and consequences before they attend school** in regard to staying COVID Secure
- **will not tolerate any unsafe behaviour or using the coronavirus to scare other children** i.e. deliberately coughing in someone's face and claiming to have the virus/persistent misuse of the coronavirus as a threat to others
- expects parents/carers to arrive promptly and remove their child immediately from site should they behave in a way that seriously compromises the safety of the school community; this will constitute an exclusion.

### **Bullying**

We teach the children about bullying as part of our PSHE curriculum.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Think STOP – Several Times On Purpose.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

The DFE (Department for Education) defines bullying as:

**‘Behaviour by an individual or groups, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.** (2007)

Bullying can include:

**Emotional:** Being unfriendly, excluding, tormenting

**Physical:** Hitting, kicking, pushing, taking another’s belongings, any use of violence

**Racial:** Racial taunts, graffiti, gestures

**Sexual:** Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

**Direct or indirect verbal:** Name-calling, sarcasm, spreading rumours, teasing

**Cyber-bullying:** Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our school does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do our utmost to ensure that all children attend our school free from fear.

Parents and carers who have any concerns should approach the class teacher in the first instance.

We are a ‘telling’ school. We encourage children to express fears or worries to a trusted adult. All Bullying will be dealt with under the school’s Behaviour Policy.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in My Concern.

The school has Step On and Step Up trained professionals throughout the site to support as necessitated by the situation.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to

relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Training**

Our staff are provided with training on managing behaviour each year, 23 are all trained and certified in the proper use of restraint through Step On training, 13 are Norfolk Steps trained and 1 is Step On Tutor Trained. Behaviour management will also form part of continuing professional development.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the head teachers and governing body every year. At each review, the policy will be approved by the headteacher.

### **Links with other policies**

This behaviour policy is linked to the following policies:

Safeguarding policy

Acceptable Behaviour for Parents and Visitors Policy

COVID-Risk Assessment

**Policy Agreed by Governors:** March 2020

**Policy Written:** March 2020

**Latest Review:** September 2020

**Next Review:** September 2021

Review Cycle: Annually