

Roxbourne Primary School



Behaviour Policy

Author	Designated Safeguarding Lead
Link Governor (if applicable)	Safeguarding Link Governor
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1. Aims

At Roxbourne we have high expectations for behaviour and conduct. This is to ensure that children maximise their learning and school experience and thus go on to experience a life of choice and opportunity.

This policy aims to:

- Provide a consistent approach to behaviour management for all pupils;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how pupils are expected to behave;
- Outline the key principles guiding the way adults in the school approach behaviour management;
- Summarise roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and consequences.

2. 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. Definitions

We expect pupils to follow our school values.

Misbehaviour is defined as:

- Disruption in lessons, moving around the school or at break and lunchtimes;
- Poor effort and non-completion of classwork;
- Refusal to follow instructions of an adult;
- Behaving in an unkind manner to other pupils;
- Poor attitude;
- Behaving in an unsafe manner.

Serious misbehaviour is defined as:

- Repeated breaches of the school values;
- Any form of bullying;
- Spitting;
- Violent or aggressive behaviour;
- Swearing;
- Derogatory language
- Vandalism;
- Theft;
- Intentionally behaving in a racist, sexist, homophobic or discriminatory manner.

Bullying is defined as behaviour that is: repeated. intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
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

The school has a zero tolerance approach to bullying. Bullying is reported, investigated and prevented by:

- Class teachers have an open door policy and should be the first point of contact for children and parents if there are concerns regarding bullying.
- The school has Worry boxes that are checked regularly by Class Teachers and the Pastoral Team so that children can report concerns if they find initiating the conversation challenging.
- Class teachers will pass on Bullying concerns to the Assistant Headteacher for their Phase, who will investigate fully with all children concerned and inform parents of outcomes. All bullying is logged on the CPOMS electronic tracker which also allows the school to identify patterns and trends.
- The PSHE curriculum and calendar includes opportunities to advise and teach children about bullying (e.g Anti-Bullying drop-down days). Our Pastoral Officer when required, provides pupils with additional emotional support, helps them with developing positive behaviour strategies, and supports pupils who are experiencing friendship issues.
- Any child who is found guilty of bullying can face a variety of sanctions as a result depending on the severity and nature of the case, parents will also be asked to attend a meeting with a member of the Senior Leadership team. Sanctions may include:
 - Removal from playground
 - Removal from responsibility (e.g. pupil leadership or participation in extracurricular activities)
 - Internal Isolation
 - Suspension (fixed term exclusion)
 - Exclusion

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

5.3 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 where appropriate;
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school values;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

6. Guiding Principles for Adults

A number of principles underpin our practice to ensure that pupils are safe and ready to learn. These are listed below.

We praise first, especially when pupils go above and beyond:

- Verbal praise;
- Written praise;
- A value certificate;

- House points;
- An email home;
- A cheer or class celebration.

We use the language of choice and always focus on the behaviour not the pupil:

- You are:
- I need you to:
- If you choose not to:
- Its disappointing that you chose:
- You can choose to ____ or ____:

We deliver consequences in a calm and off stage way:

- We never shout;
- We use the [Art of the Consequence](#), a way of giving consequences that “successfully changes student behaviour and avoids a downward spiral where behaviour actually gets worse in response to a consequence”;
- We are emotionally neutral;
- We don’t humiliate.

Restorative Conversations

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

7. Rewards and Consequences

7.1 Rewards

There are a number of ways to recognise pupils who go above and beyond in their learning.

- Verbal praise, specific and precise, focused on things that the pupil can control (e.g. “I love how you were the first person to finish writing the date and LO” not “you’re a good boy”);
- Stickers / stampers on books or work;
- Notes, phone calls and emails home;
- Quick chat with parents;
- Weekly certificates;
- House points.

7.2 Consequences

So that pupils have a consistent and fair experience we consistently apply and track any consequences that are given. Consequences are reset daily at lunchtime.

In the home classroom:

	Pupil	Teacher
Quality First Teaching	Pupils understand the expectations, are able to access the lesson, and are receiving roughly 5 positive comments to each negative.	<p>We insist on 100% compliance</p> <ul style="list-style-type: none"> • All pupils track the speaker; • All hands are empty when requested; • All pupils follow any given instructions. <p>We describe What To Do:</p> <ul style="list-style-type: none"> • “You should be sitting in your chair” not “Why aren’t you sitting in your chair?” <p>We have high behavioural expectations:</p> <ul style="list-style-type: none"> • Radar / Be Seen Looking • Making Compliance Visible <p>We use the least invasive techniques to manage behaviour:</p> <ul style="list-style-type: none"> • Non-verbal interventions; • Positive Group Correction • Private Individual Correction • Anonymous Individual Correction • Private Individual Precise Praise • Lightning-quick Public Correction.
Reminder	Pupils are given a reminder that they are not choosing to work hard, be respectful or be safe.	Teacher delivers the reminder in an emotionally neutral, off-stage way and explains “what to do” to the pupil.
In Class Reflection	<p>Pupil is still not meeting expectations, despite reminder(s).</p> <p>Pupils are asked to have a time out within the classroom to reflect on their behaviour.</p> <p>This could take place at a spare table or chair, and should ideally be positioned so that while the child can</p>	<p>The teacher can decide an appropriate length of time for the reflection. It may be appropriate to show this using a sand timer or by telling the pupil how long it will be and when they will be able to return to their usual space.</p> <p>Once the time is over, the teacher should seek ways to support the pupil to successfully reintegrate into the lesson.</p> <p>A restorative conversation should be held with the pupil as soon as possible. This could make up the actual time out itself, if the pupil is not able to reflect independently and is calm enough to engage with this conversation. This should not be attempted if they have</p>

	<p>still continue with their work, the rest of the class are not distracted by them and they do not receive attention for the misbehaviour (e.g. at the back of the class).</p> <p>If appropriate, pupils should be able to complete work during this reflection period.</p>	<p>'flipped their lid' - they should be given time to recover themselves first.</p> <p>The time out may also include making amends with other children or fixing a problem created during the incident (e.g. tidying up a knocked over pencil pot).</p> <p>Adults should hand over any relevant information to the class teacher after covering. The adult involved in the incident should join the conversation with parents and/or child at the end of the day.</p> <p>In Years 1-6: The class teacher should tell parents at the end of the day about an In Class Reflection (even if it was not them who gave the time out). If parents do not pick up the child, the class teacher should phone home.</p> <p>In EYFS: Pupils may have more than one In Class Reflection in a session or a day, without escalating to an Out of Class Reflection. Where the number or nature of reflection times is concerning, the class teacher will raise this with parents and EYFS Lead and make a plan to support the pupil. This concern will also be logged on CPOMS.</p>
Out of Class Reflection (Y1-6 only)	<p>Pupil is still not meeting expectations despite In Class Reflection.</p> <p>Pupils are asked to work in the partner classroom for the rest of the session to reflect on their behaviour. They should continue their learning as far as possible.</p>	<p>Teacher arranges for the pupil to work in a partner classroom. The adult can judge the most appropriate length of time for this - it could range from 5 minutes to up until the end of the lesson.</p> <p>Teacher to have a restorative conversation with the pupil prior to the start of the next session.</p> <p>Parents should be notified of an Out of Class Reflection. It may be appropriate for the YGL or Phase Lead to join a meeting with parents. The incident leading to the reflection, and the outcome of the reflective conversation with the child and parent should be recorded on CPOMS.</p>
Removal	<p>Pupil has not corrected behaviour despite Out of Class Reflection, or has displayed 'serious misbehaviour'.</p> <p>Pupil is removed by a member of SLT.</p>	<p>Teacher calls for a member of SLT to support.</p> <p>Teacher to have restorative conversation with pupil at end of session.</p> <p>Teacher and member of SLT to meet parents/carers at the end of day. Incident and meeting recorded on CPOMS.</p>

In the playground or in a lesson away from home classroom:

	Pupil	Teacher
Reminder	Pupils are given a reminder that they are not choosing to work hard, be respectful or be safe.	Teacher delivers the reminder in an emotionally neutral, off-stage way and explains “what to do” to the pupil.
Short Reflection	<p>Pupil is still not meeting expectations, despite reminder(s).</p> <p>Pupils are asked to sit out for a short time to reflect on their behaviour. This could be on a bench if outside. No other pupils should speak to the pupil on time out while this takes place.</p>	<p>The teacher can decide an appropriate length of time (no more than 5 mins) for the reflection and let the pupil know when they will be able to rejoin.</p> <p>See guidance above regarding the teacher supporting the child to reintegrate to the lesson/play time.</p>
Miss rest of play	<p>Pupil does not correct behaviour following short time out, or is involved in a more serious misbehaviour (e.g. hitting).</p> <p>Pupil is asked to sit out for the rest of the playtime or lesson.</p>	<p>See guidance above on how to manage reflection times.</p> <p>Adult to record the incident on CPOMs and pass on to the class teacher, who may decide to follow up with parents if the number or nature of incidents is concerning.</p>
Removal	<p>Pupil is involved in a serious incident (e.g. a fight).</p> <p>Pupil is removed from the playground or lesson by a member of SLT.</p>	<p>Adult calls for a member of SLT to support.</p> <p>See guidance on removals above.</p>

During transitions:

Incidents occurring during physical transitions between spaces will be addressed at the destination where possible.

Pupils will receive the consequence that fits their destination. For example, a time out if en route to a PE lesson or lunch time, and an in class reflection if en route to a lesson in their home classroom. These will be recorded and followed up in the same manner as described in the tables above.

7.3 Serious Behaviour Incidents

Serious behaviour incidents should be immediately referred to the SLT team using the phone or radio system. Support will be given and the appropriate course of action for the pupil followed. These incidents will be logged onto CPOMs.

7.4 Adaptations to the policy

We recognise that one system of rewards and consequences may not work for all pupils. The purpose of this behaviour policy is to promote positive behaviours and successfully change negative behaviours, and if it is not successful in doing so for some pupils, then we will fully support teachers to make adaptations as needed. These adaptations will be inherently personal to the child(ren) in question, but could include:

- Increased reminders prior to any consequence being given. This could include visual prompts and targeted support from adults;
- Visual timetables and sand timers to visually record the passing of time;
- More frequent and/or individualised praise/rewards, such as themed stickers, 30 second dance parties, or play sessions with a favourite friend or toy at the start and/or end of day;
- Use of sensory items such as fidget toys, wobble cushions, putty or other resources to support a child to maintain focus during lessons;
- Ability to take 'breaks' when a child feels they are on a downward behaviour spiral;
- Tick or sticker charts for home or school, focusing on certain behaviours or times of day;
- Increased parental contact, for example a Home:School Link Book or a conversation at the end and/or start of each day;
- Home visits.

7.5 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Managing Behaviour

8.1 Restrictive Physical Intervention

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of restrictive physical intervention 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 consequence
- Be recorded on CPOMS and reported to SLT and parents

8.2 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.3 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.

9. Training

Our staff are regularly provided with training on managing behaviour as part of the induction process.

Behaviour management will also form part of continuing professional development. Where staff feel they would benefit from additional training they should make a request to their line manager so this can be arranged.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1 - Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life. Families are encouraged to support the school in decisions and actions set as a result of behaviour incidents.
- When behaviour is a result of Safeguarding or SEND the school will work closely with additional agencies and put into place recommendations to manage behaviour.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.