



Behaviour &
Positive Relationships Policy
December 2017



At Roseberry Primary & Nursery, we provide a high quality inclusive education in a safe and nurturing environment, to inspire our pupils to foster a love for learning which enables them to achieve their full potential, and equipping them with the skills to adapt in our ever-changing world.

Together we achieve more!

Rationale

This policy has been reviewed to reflect the school's recent adoption of the Restorative Approach to promote positive relationships, self-discipline and respect within our school. It also reflects the new government guidance, from the Department for Education, 'Behaviour and Discipline in Schools', issued in January 2016. We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

What the law says: (Maintained schools)

1) The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- and which regulate the conduct of pupils (Section 89 (1) of the Education and Inspections Act 2006).

2) When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

3) The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

4) Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5) The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

6) The school's behaviour policy must be published on its website (School Information (England) Regulations 2008).

Teachers' powers

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power to discipline applies to all paid staff with responsibility for pupil e.g. teaching assistants. It applies on school visits. Teachers have a power to impose detention outside school hours and can confiscate pupils' property.

The governors and senior leadership team created this policy in consultation with pupils, staff, parents and also through the parents' forum.

It sets out the expectations of behaviour at Roseberry Primary & Nursery School. The governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and develops positive attitudes. It also sets out the consequences and sanctions for behaviour which does not adhere to the school values and rules.

Aims (from Governor's strategic planning statement)

We aim to provide a caring, happy, welcoming environment, in which all develop positive values and a sense of well-being.

- Everyone shows an approachable and caring attitude;
- Open and honest communication will be established in which mutual trust and respect is central;
- Matters are treated confidentially when appropriate;
- All aspects of the school, including the surrounding environment, will be welcoming;
- A friendly nurturing attitude will be embraced by all;
- A consistent and fair approach will be adopted throughout the school.

Aims of this policy document

- To make children and staff aware of their rights and responsibilities as members of the school community;
- To promote a positive ethos and climate in the school;
- Staff and children will strive to be good role models in order to promote positive values;
- To create a consistent environment that encourages, recognises and reinforces good behaviour;
- To promote effective collaboration between home and school in the implementation of this policy.

Rights and responsibilities

We believe that making children and staff aware of their rights and responsibilities in school is central to promoting consistently good behaviour.

- ❖ **Teachers' rights** – to be able to teach without hindrance, to feel safe, to be supported by colleagues, to be listened to.

- ❖ **Teachers' responsibilities** – to enable all children to learn, to seek out and celebrate improvements in learning, to treat children with respect, to create a positive classroom environment in which children feel safe and able to learn.
- ❖ **Children's rights** – to be treated with respect, to be safe, to learn, to be listened to.
- ❖ **Children's responsibilities** – to be willing to learn, to allow others to learn, to co-operate with staff and peers, to do their best.

These rights and responsibilities are discussed with the children through the use of whole school/in-class assemblies, circle time activities and PHSE lessons. They are displayed within school for all children to see. For example:

Rights	Responsibilities
Children have the right to make a mistake...	...and the responsibility to learn from that mistake.
Children have the right to be loved and respected...	...and the responsibility to show love and respect to others.
Children have the right to be educated...	... and the responsibility to learn as much as they can and help others to learn.
Children have the right to a clean environment, at home, at school or wherever they are...	...and the responsibility to do what they can to look after the environment.

Values

In collaboration with pupils, staff, governors and parents, we have agreed that the following list of values is what we want to develop in our pupils:

Be kind	Tell the truth	Be honest
Do your best	Don't give up	Be responsible
Show respect	Good manners	Make the right choice

Rules

Rules are the mechanism by which rights and responsibilities are translated into adult and child behaviours. There are three main school rules (*see Appendix 1*)

1. Listen carefully
2. Follow instructions
3. Show respect to people and property

Routines

Routines are the structures which underpin the rules and reinforce the smooth running of the classroom. The more habitual the routines become, the more likely they are to be used.

Choices

Children can be encouraged to make choices about their behaviour and so to take responsibility for their own actions. Choice will be guided by their responsibilities and will lead to positive or negative consequences according to the nature of the choice.

Rewards (*See Appendix 2*)

All pupils start every day on '**Great to be Green**' (GTBG) status. Pupils who remain on GTBG for an entire week receive an extra playtime on a Friday afternoon. Pupils who have received one verbal warning may earn it back by remaining on GTBG the following day.

Pupils, who remain on GTBG, receive merit stickers for their merit cards:

- ✓ ½ term = bronze sticker
- ✓ Term = silver sticker
- ✓ Year = gold sticker

Letters are sent home to inform parents of their children's behaviour achievements.

Verbal Praise

This will be given when positive behaviour is demonstrated by pupils.

EYFS

Children in Nursery and Reception classes follow a separate behaviour system. All children start the day with their photographs on the sun. Children who exhibit noteworthy positive behaviours are moved to the rainbow. All children on the rainbow, at the end of the week, receive a special rainbow sticker. Exceptionally positive behaviour may result in a child's photograph being moved into the pot of gold which results in a certificate to go home. Photographs of children who display unwanted behaviours are placed on the grey cloud, progressing to the thundercloud for further negative behaviours. Any children on the grey or thundercloud, start on the sun again the next day.

House Points

Pupils are put into houses on entry to Reception. House points are awarded from Year 1 for a variety of reasons as agreed by pupils in connection with the school council. House challenges are decided each half term and pupils may win points for their house. House points are collected to decide the 'winning' house and their coloured ribbons will be displayed each week on the house point trophy. A running record will be kept and put on display to encourage competition between the houses. House treats are earned at the end of each half term and the winners overall throughout the academic year will be awarded a substantial end of year treat e.g. visit to bowling alley or theme park. Pupils who have received more than one red card or more than 2 yellow cards in a half term are not allowed to participate in house treats.

Achiever of the day

Every day teachers in Years 1 - 6 will choose one pupil who has impressed them by demonstrating our values or following our rules. These pupils will receive 10 housepoints and a raffle ticket for the weekly draw.

Achiever of the week

Pupils who have displayed exceptional effort, improvement, perseverance or outstanding behaviour will be nominated by their teacher to receive the 'Achiever of the Week' award in assembly. Their certificate will be displayed in the school for all to see. Parents of these children will be invited to weekly Achievers' assemblies. The headteacher will also choose an achiever of the week and all pupils' achievements will be recorded on the Headteacher's blog on the website.

Achievers of the term and year will also be chosen by teachers and these children's achievements will be published in the school newsletter.

Merit Awards

Whenever children receive an award in assembly, they will be given a sticker to collect on their merit card. Certificates for merits are awarded as follows:

5 merits = 5 star award

15 merits = bronze award

30 merits = silver award

50 merits = gold award

75 merits = diamond reward

100 merits = cosmic star award

150 merits = galaxy award

Children are also awarded star badges which they are encouraged to wear in school to celebrate their achievements. Parents and carers are invited to assembly to see their child receive an Achiever of the Week/Term/Year award or a merit certificate. Replacement badges are available at a cost of £1.20.

Whole class merits

Whole class merits can be awarded for excellent whole class behaviour, for example - lining up sensibly, all pupils returning their homework on time, etc. Ten whole class merits will be awarded with a class treat.

Restorative Approaches

As a school we are actively trying to move away from a punitive system to a restorative system. Restorative approaches follows the principles of Restorative Justice, which are:

- They focus on harm caused by the wrong-doer and actively seek ways of repairing that harm.
- They help create dialogue and communication.

- They are fair, open, and honest; treating all participants with respect.
- Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Consequences and sanctions

There may be times when sanctions will need to be imposed even after a restorative conversation has taken place e.g. refusing to take responsibility for inappropriate behaviours or repeatedly apologising but the inappropriate behaviour continues.

There is a clear structure of consequences which will be applied fairly and consistently across the school by all staff. These are displayed in every classroom and around school (*see Appendix 3*).

- 2 Verbal warnings.
- 2 Names on the board.
- Time out in another class (with work) – if needed.

- For persistent disruptive behaviour or breaking of the school rules, pupils may be sent to the 'Time Out' room to provide the opportunity to calm down and/or complete their assigned work.
- Yellow card – miss all or part of playtime. (This will be at the teacher's discretion depending on the severity of the incident.)
- More than 2 yellow cards in one week will lead to a red card.
- Red card – teachers to contact parents/carers, either verbally or via a red card letter (incident logged in the red card book).
- When red cards have little or no effect, the Headteacher will call a meeting with parents to improve the situation.

Behaviour Report

Children who persistently break rules will be given a home /school behaviour report card. This will be completed on a daily basis by the teacher and then sent home for the parents to make a daily comment. This is to be used as an intervention method to prevent exclusions where possible. The length of time a pupil is on report depends on each individual case.

Prejudice Related Incidents and Bullying

The school will record all prejudice related incidence, and when deemed necessary will inform parents about subsequent actions which have been taken. The governing body will be updated about prejudice related incidence annually. Records of prejudice related incidence will be recorded using the Durham County Council non-statutory pro-forma for monitoring purposes to look for patterns and trends. Advice may also be sought from external agencies.

Exclusions

On occasion it may be necessary to exclude a pupil from school. This could be an internal exclusion within Roseberry; a short period of time spent in the Inclusion Suite at North Durham Academy or a fixed term exclusion. This is at the discretion of the Headteacher depending on the severity of the incident. The guidance from the LEA states that:

A decision to exclude a pupil should be taken only:

- (a) *In response to serious breaches of the school's behaviour policy;*
- and*
- (b) *If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

Where a pupil is excluded, the Headteacher will follow County Durham's procedures on pupil exclusion (available from Durham Extranet). A copy is also saved in the behaviour folder in Staff Resources. If a pupil is excluded for more than 5 consecutive days, they should receive appropriate full-time education from the 6th day of the exclusion. We have an arrangement with Ouston Primary School for these occasions.

Power to use reasonable force

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.” (DFE-00023-2014)

Use of Restrictive Physical Interventions

The vast majority of pupils in our school behave well and conduct themselves in such a manner as to bring credit to themselves, their parents or carers, the school and the community. However, a small number of pupils may not meet the standards of behaviour and conduct the school expects of them for a wide variety of reasons, and there may be circumstances where, when preventative strategies have failed, some form of Restrictive Physical Intervention (RPI) may be unavoidable.

The school acknowledges the difference between restrictive forms of intervention, which are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact, and non-restrictive methods to manage behaviour.

RPI will usually be used as a response to an emergency and school will follow the procedures set out in the LEA policy on the use of Restrictive Physical Interventions (2005). This is available on the Durham Schools’ Extranet and a copy is also saved in the Behaviour folder in Staff Resources.

Malicious accusations against school staff

All allegations against staff will be thoroughly investigated. Any pupil found to have made malicious allegations against staff will be excluded from school. The exclusion could be permanent.

Teaching Behaviour

Staff have a responsibility to ensure children understand what is expected of them in terms of behaviour. It is necessary to teach behaviour to children throughout the school. Staff will follow the guidance in *Appendix 4*. Roseberry adopts a whole-school approach to preparing pupils for learning with the ‘Give Me 5’ initiative (*Appendix 6*) i.e.

1. Eyes looking
2. Ears listening
3. Lips closed
4. Hands still
5. Brain ready

Lunchtimes

The lunchtime supervisors will follow the school's behaviour policy at all times. The relationship between staff and pupils will be based on mutual respect and responsibilities. It is expected that lunchtime supervisors will initiate activities to keep the pupils occupied in purposeful play during the lunchtime break and follow up any concerns from pupils. Pupils will treat the lunchtime supervisors with respect and follow instructions. Pupils will not enter the school building during lunchtimes without the lunchtime supervisors' permission and should visit the toilet one at a time. Toilet passes will be handed to a buddy and collected on the way back out to the playground and returned to the lunchtime supervisors. Teachers will give pupils job passes if they are required to carry out tasks during lunchtime. The lunchtime supervisors will award housepoints and stickers for good behaviour in the dining hall and on the school yard. Behaviour stickers are collected on a lunchtime supervisors' card. When the card is full, a certificate is presented in assembly which results in a merit. The lunchtime supervisors will also rank the classes each day and choose the winning class to sit on the top table on Fridays and have their lunch first. They will also follow the sanctions up to and including time out. Time out will be no more than ten minutes at a chosen location (2 x 5 minutes in inclement weather conditions). Lunchtime supervisors will also use the restorative approach to solving disputes and managing incidents during lunchtimes.

The Role of Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Claire Donnelly, a Parent Support Advisor, is based in our school and is available to offer support or advice to any parents or carers referred to her by staff or indeed parents who wish to refer themselves.

School Council

The school council will give pupils and staff the opportunity to discuss any issues arising from children's behaviour in school or in the playground. They play an active role in seeking opinions and views of children on the behaviour of others and developing anti-bullying strategies.

Monitoring

The school's behaviour policy will be monitored every year by the head teacher in conjunction with the School Council to ensure the policy is being administered fairly and consistently throughout the school. The school is committed to ensuring that staff and children's rights are met and that children and staff fulfil their responsibilities in order to meet those rights.

February 2016

To be reviewed January 2018

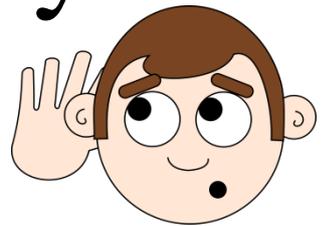
Appendix 1:

School Rules

Together we achieve more!

School Rules

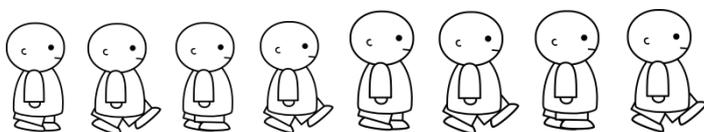
1) Listen carefully.



2) Follow instructions



3) Show respect to people and property.





Appendix 2:

Rewards

Roseberry Primary & Nursery School

Together we achieve more!

Rewards



- ✓ Verbal praise when you have demonstrated positive behaviour.
- ✓ Housepoints for being polite; trying your best; remembering homework; making improvements; persevering and achieving targets.
- ✓ ‘Tickets to Read’ can be swapped for rewards.
- ✓ Lunchtime stickers.
- ✓ First for lunch on Fridays.
- ✓ Merit stickers for **Great to be Green**.
- ✓ Whole class merits.
- ✓ Class treats.
- ✓ Certificates of Achievement.
- ✓ Extra playtime on Friday afternoons!
- ✓ House treats!



✓ Achiever of the Day, Week, Term & Year!

Appendix 3:

Consequences

Together we achieve more!

Consequences of breaking rules

- Verbal warnings x 2



- Names on board x 2

- Time out in another class (with work) or visit the



‘Time Out’ room

- Yellow card (miss all or part of playtime) outside



- Red card (letter sent home, incident recorded in red card book)



- Mrs Lee holds meeting with parents
- ‘On report’ or Exclusion

Appendix 4:

Teaching behaviour

- Ask the class to remind each other of the rights and responsibilities children and adults have in the classroom.
- Focus on one behaviour e.g. listening that you will need to see in order that everyone's rights and responsibilities are fulfilled.
- Describe the behaviour you need to see.
- Teach the required behaviour – discussion, modelling, practice.
- Develop and use a script which is consistent each time so that the children become familiar with your prompt words.
- Explain the positive consequences if the children get it right. Reward systems – whole school; class-wide; individual.
- Explain the negative consequences if they don't get it right. Sanction systems - whole school; class-wide; individual.

(Primary National Strategy 2004)

Appendix 5:
School Council Consensus on Behaviour Sanctions

School Council Consensus on Behaviour Sanctions

Verbal Warning	Name on Board	Yellow Card	Red Card	Excluded
Talking when the teacher is shouting out Not tidying up when asked Being cheeky / answering back to school staff (Teacher's discretion – could be more than a verbal warning) Leaving seat without permission Swinging on chairs Calling names or laughing at other children Arguing with other children Running inside Making silly noises Talking in assembly Not listening to adults Distracting other children Copying work	Continuing to do any of the previous things Taking/hiding someone's possessions (not stealing) Using an object to hit an inanimate object e.g. stick on a window Saying/singing rude things Making rude gestures Refusing to carry out staff's instructions	Continuing to do any of the previous things Pushing, holding, grabbing Play fighting (Because it always ends in tears, or someone getting hurt) Throwing an object in the classroom or cloakrooms at someone Lying to a member of staff Tripping people up Spitting on ground Laughing at the teacher Chewing gum Bringing inappropriate things into school e.g. sweets, rude material, phones One instance of verbal bullying Leaving the classroom without permission Inappropriate touching Urging others to fight Saying inappropriate things to other pupils Threatening staff's property	More than 2 Yellow Cards in one week Fighting – kicking, hitting, nipping, biting Headlocks Spitting at someone Deliberately breaking or damaging school property Repeated bullying Racism Swearing Stealing Vandalising the toilets e.g. blocking the toilets or sinks - red card if there is a flood More than 2 incidents of saying inappropriate things to other pupils	Running out of school Bringing a weapon into school Using School equipment as a weapon 2 red cards in a half term Violence towards a member of staff Threatening a member of staff Malicious allegations
		Anti-social behaviour & bullying on the way to and from school in the immediate vicinity.		

Appendix 6:
Give Me 5

The background is a solid yellow color. It is decorated with several black handprints of varying sizes and orientations, scattered around the edges and corners. The text "Give me Five!" is centered in a large, outlined, sans-serif font.

Give me Five!

1. eyes looking

2. ears listening

3. lips closed

4. hands still

5. brain ready