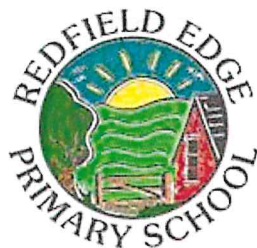




# Redfield Edge Primary School



## Behaviour Policy

<b>Date reviewed</b>	March 2019	<b>Next review</b>	March 2022
<b>Policy type</b>	Statutory	<b>Review frequency</b>	Every 3 years
<b>Responsibility</b>	Full Governing Body		
<b>Signed</b> (Chair of Governors)	<b>Name</b> (Chair of Governors)	<b>Signed</b> (Headteacher)	<b>Name</b> (Headteacher)
	BRONNEN KUCHARSKI		Lisa Robinson



## Rationale

At Redfield Edge, we have a positive approach to the behaviour of children in school in order to build people, not resentment. We feel that pupils' behaviour should help their learning not obstruct it. We believe that this develops an ethos of kindness and cooperation where every member of the school feels valued, respected and treated fairly.

Our policy puts our core values at its centre and is designed to enable all members of the school, to live and work together with the common purpose of helping everyone learn. It supports the whole school community and enables an environment in which we all feel safe, secure and valued.

## Purpose and Principles

Our school aim is to provide a happy, safe and secure environment for those who work here, or visit us.

- The Behaviour Policy should read in conjunction with Anti-Bullying, Positive Handling and Exclusions Policies.
- Staff, children and parents work together to maintain a suitable climate for learning.
- For the happiness and smooth running of our school, we foster positive, caring attitudes towards one another and the environment.
- In developing appropriate behaviour, teachers need to use both rewards and sanctions.
- To acknowledge that, each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed.
- To support, help and encourage self-esteem in all.
- To listen with care to the views and opinions of one another and value them.
- To provide support systems where children can reflect and talk about their actions to enable them to take responsibility for themselves.
- That we respond in a polite and thoughtful manner to one another and show the children a culture of respect.
- To take responsibility for our actions and to realise that we have choices that will have different consequences.
- There is a whole school approach to behaviour that ensures clarity and consistency in terms of expectations.

## Core Values

The school environment plays an important part in promoting positive behaviour. This will be achieved by providing teaching environments, which are stimulating and promote positive behaviour.

The school has adopted a set of '**School Rules**' which are displayed around the school and used as a teaching tool. These rules show the positive behaviours we want to see demonstrated throughout the school at all times as well as in the wider community out of school hours.



### School Rules

Be <b>safe</b>
Be <b>gentle</b> and <b>kind</b>
Be <b>co-operative</b> and <b>helpful</b>
Be <b>respectful</b> to others and ourselves
Be <b>responsible</b>
Be <b>honest</b>
Be <b>polite</b>

As well as these, we also have class rules, which are written by the children at the beginning of each academic year.

### Procedures

There is a whole school approach to behaviour, which ensure clarity and consistency in terms of expectations.

A behaviour ladder is adopted in each class, which is used by all members of staff. It defines and promotes high standards of behaviour, recognise and reward those children who live the school values and provides clarity around what constitutes poor behaviour and the consequences for this behaviour.

### **Behaviour Ladder**

Diamond (KS1)/ Trophy (KS2)	<p>You have followed the 'School Rules' in everything you have done and you have achieved great things with you behaviour today!</p> <p><i>Your parents will be informed by a text message. You will receive a sticker.</i></p>
Gold	<p>You are showing great understanding of the 'School Rules' and you are capable of achieving great things.</p>
Silver	<p>You are starting to go above and beyond, in following the 'School Rules'.</p>
Green	<p>Ready to learn and are following the 'School Rules'.</p>
(Yellow KS1 only) verbal warning	<p>In KS1 there is a section for this on the behaviour ladder so they can visualise their verbal warning. In KS2 a verbal warning is enough.</p>
Orange	<p>Even after a verbal warning, you have not turned your behaviour for learning around and are not</p>



	<p>following the 'School Rules'</p> <p><i>You will miss 2 minutes of your playtime</i></p>
Red	<p>You are continuing to make bad decision in your behaviour for learning and are not following the 'School Rules'.</p> <p><i>Your parents will be informed by text message. You will be sent to Mrs Robinson. You will miss 5 minutes of you break/lunchtime. You will fill out a Red Reflection sheet, which will be sent home.</i></p>
<p>If this poor behaviour for learning continues, they will be removed for class and sent to a member of SLT for an in school exclusion.</p>	

- A visual ladder is in every class.
- Names are placed in each area so they can be moved accordingly during the day.
- All children start on green at the beginning of the day. Children on orange/red, rest to green at lunchtime so they have the opportunity to reflect on their behaviours and change them.
- Children consistently making the right choices will ascend the ladder.
- If a child is on silver or gold and then makes a poor choice, they will be moved back down the ladder.
- Similarly, if a child is on red or orange and they begin to make good choices. They will move up the ladder.
- Red and Diamonds/Trophies are tracked by the office. This is monitored by SLT. If a child is repeatedly on red, SLT will arrange a meeting with parents to discuss their behaviour.
- All outcomes of these meeting will be recorded on CPOMS.

### **Lunchtimes**

PIPs also use the behaviour ladder to keep a consistency between lunchtimes and classroom time.

However, if they feel a pupil has shown exemplar behaviour and is following the 'Golden Rules' they can fill out a 'Happy Note' which is handed to the class teacher at the of end of lunch. They can also use a 'Sad Note' if they feel a child has broken the 'Golden Rules' in any way.

All incidents must be recorded on CPOMS and the class teacher must be 'tagged' in the incident report.

In addition there are also **Guidelines for Playtimes** (Appendix 1).





## **Rewards**

These are given to individuals and to groups of children when positive behaviour is consistent and meeting the schools' high expectations.

We encourage a positive attitude towards children's achievements and foster good behaviour through the use of praise. Praise is given in a variety of ways.

We give rewards appropriate to the needs of the individuals.

The use of rewards for children is effective. Amongst those used at present are:

- instant verbal feedback and praise
- opportunity to move up the behaviour ladder in class.
- opportunity to earn house points for their house.
- comments and stickers on children's work.
- stickers and certificates from teachers and the Headteacher.
- public praise in front of peers.
- points or marbles earned for whole class reward.
- special celebration in assemblies where public mention is made of work or behaviour.
- achievements shared with parents.
- circle time.
- golden time / growth mindset time.

## **Example of positive behaviour**

<b>In Class</b>	<b>Playtimes and Lunchtimes</b>
<ul style="list-style-type: none"><li>• Contributing well to lessons</li><li>• Resilience in learning</li><li>• Making mistakes and learning from them</li><li>• Not giving up</li><li>• Good teamwork</li><li>• Showing kindness</li><li>• Positive attitude</li><li>• Willingness to get involved</li><li>• Respectful of others when talking</li><li>• Showing a 'can do' attitude</li><li>• Encourages others</li><li>• Helpfulness</li><li>• Being pleased for peers success</li></ul>	<ul style="list-style-type: none"><li>• Tidying up</li><li>• Showing politeness</li><li>• Good teamwork</li><li>• Showing kindness</li><li>• Positive attitude</li><li>• Willingness to get involved</li><li>• Encourages others</li><li>• Polite and respectful to others</li><li>• Helpfulness</li></ul>

## **Examples of poor behaviour for learning**

<b>In Class</b>	<b>Playtimes and Lunchtimes</b>
<ul style="list-style-type: none"><li>• Persistent calling out</li><li>• Chatting when directed otherwise</li><li>• Intentionally moving equipment to that it stops learning</li></ul>	<ul style="list-style-type: none"><li>• Playing in areas that are not permitted</li><li>• Refusal to share</li><li>• Using inappropriate language</li></ul>



<ul style="list-style-type: none"> <li>• Interrupting others</li> <li>• Using inappropriate language</li> <li>• Provoking others deliberately</li> <li>• Throwing objects</li> <li>• Disregard for school equipment</li> <li>• Not on task</li> <li>• Being unkind</li> <li>• Delay in doing what has been asked</li> <li>• Excluding someone on purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Being unkind</li> <li>• Not wearing a coat when asked to</li> <li>• Going back into school when told to me outside</li> <li>• Rough play including fighting games</li> <li>• Hurting with words</li> <li>• Dangerous behaviour</li> <li>• Aggressive sports (tackling in football)</li> <li>• Damaging property when it was avoidable</li> </ul>
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**Sanctions**

Sanctions will be used as necessary. All adults and children must fully understand the following process, the reasons behind it and be free to make comments.

- A verbal warning
- Children’s name moved down on the behaviour ladder
- ‘Time out’ in another class as a prevention of behaviour escalating
- A small proportion of playtime missed – supervision and reflection with an adult
- Negative behaviour communicated to parents
- Behaviour chart (to monitor ongoing concerns)

All helping adults must be prepared to adhere to this system with direct reference to the teaching staff.

All incidents must be recorded on CPOMS and the class teacher must be ‘tagged’ in the incident report.

Throughout this process, the child must have the opportunity to explain his or her part and be given the opportunity to hear the accounts of those involved in the incident. If a disagreement arises, this should be recorded and the child allowed to have their version written down for the record.

The child must also be advised of the right to complain if he or she feels aggrieved by the incident.

Then:

- Behaviour Support Plan (6 week duration in agreement with parents)
- Pastoral Support Plan (risk of exclusion explained)
- Fixed term Exclusion  
*(Any exclusion of more than 5 days requires the involvement of the LA)*

**Fixed-Period and Permanent Exclusions**

At Redfield Edge, we do not wish to exclude any child from school, but sometimes this may be necessary. A child can only be excluded in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school adheres to the Department for Education document ‘Statutory Guidance on School Exclusions from September 2012’. The school will develop personal reintegration plans for any pupil who has experienced a fixed period exclusion. Only the Headteacher (or the person deputising in their absence) has the power to exclude



a child from school.

The Headteacher, with reference to the governing body, will retain the right to permanently exclude a pupil if they pose a danger to either themselves, another pupil or any adult. A permanent exclusion would only be executed where all other possibilities had been explored. (Please see Exclusion Policy 2020)

<b>Internal Exclusion</b> Sent to another class for the rest of the day. Parents informed Incident recorded on CPOMS Three internal exclusions in a term will result in a formal meeting with SLT, parents and the child	<b>External Exclusion</b> Sent home for a set period of time- proportional to wrong doing Parents called in Meeting with parents on return to school to agree actions so that repeated behaviour doesn't happen Three external exclusions will result in a formal meeting with SLT and pastoral support plan set up
<ul style="list-style-type: none"> <li>• Leaving class without permission</li> <li>• Rudeness to an adult- rolling eyes, huffing, extremely personal remarks</li> <li>• Intentional spitting at someone</li> <li>• Strong swearing to any member of the school community</li> <li>• Comments that are racism, homophobic or relate to physical disabilities or gender, both in person or on social media</li> <li>• Hurting anyone physically on purpose for any reason</li> <li>• Hurting with words (repeat offence)</li> <li>• Continued bullying (physical, verbal or on social media) after a warning from Headteacher/Deputy Headteacher</li> <li>• Intentional damage to property</li> <li>• Stealing (maturity, item and intent taken into account)</li> <li>• Throwing dangerous objects-throwing in anger or violence</li> <li>• Hurtful comments on social media which cause upset inside school (first offence)</li> <li>• Crude or sexualised remarks or gestures to another person</li> </ul>	<ul style="list-style-type: none"> <li>• Serious challenge to authority (this includes not responding to a repeated request by SLT or HT)</li> <li>• Extreme physical aggression to other pupils or self</li> <li>• Continued bullying- physical, verbal or on social media</li> <li>• Extremely dangerous behaviour</li> <li>• Throwing things intentionally at a member of staff</li> <li>• Physical abuse</li> <li>• Slanderous comments about a member of staff, either verbally or online</li> <li>• Hurtful comments on social media which cause upset inside school (repeat offence after an internal exclusion)</li> </ul>

### **Conclusion**

All children feel more secure in a well-ordered situation where they know what is acceptable and have help to negotiate the rules. Once the rules have been established they must be used consistently.



## **FIELD GUIDELINES**

Other than soft balls only allowed on the field with permission from adult on duty.

Ball games to be played on SBL's football pitch.

If SBL need their pitch Redfield Edge pupils must move.

The field must be cleared if the gang mower arrives.

Children are only allowed on the field with adult permission.

## **BEFORE SCHOOL STARTS**

No games on the playground

No riding bicycles on the playground

No dogs on the playground

## **AT THE END OF THE DAY**

All school rules still apply

## **WET PLAYTIMES**

Children to sit either on a chair or the floor

No scissors to be used

No computers to be used

Only special playtime materials to be used

Children to tidy up before the afternoon session starts.

- Children must ask permission to leave play (to get a drink, go to the toilet or get a ball.)
- No children in school building without permission
- Children are not permitted to play outside of the boundaries created by the PIPs
- Sponge balls and soft air-filled balls to be used in designated areas
- Children are only allowed on the field with adult permission
- If SBL pupils need to use their section of the field, Redfield Edge pupils must move
- The field must be cleared if the gang mower arrives

## **PLAY GROUND RULES**

- Foam balls only (in designated football)
- No play fighting or rough / charging games
- No children on the playground without adult supervision

## **PLAY GROUND GUIDELINES**

Foam balls only

No charging games such as Bull Dog or Red Rover

There should be no children on the playground at playtimes without an adult.

Children must not play on yellow hatchings (e.g. no playing in the alleyway by the dining hall or passed the line of the buildings towards reception class).

When the whistle is blown 3 times, it signals the end of play and every child freezes and is silent. The lead adult will then call out classes to walk in silently to start their lessons.

## **APPENDIX 1 - Guidelines for Playtimes**







