

Behaviour Policy

Rood End Primary School



Approved by: Full Governing Board **Date:** 30th September 2024

Last reviewed on: September 2024

Next review due by:



Rood End Primary School
Behaviour Policy

Values

We believe that developing positive relationships between adults and children is central to providing a nurturing environment where all pupils feel safe and respected. We recognise that children are all individuals with different needs, and we treat them as such. We have high expectations of pupils and adults and strive to improve and develop positive behaviour. This policy goes together with our Social, Emotional and Mental Health and Anti-Bullying Policies.

Our expectations are closely aligned with our school ‘We R Rich’ values:

- **Respect**
- **Resilience**
- **Inclusion**
- **Collaboration**
- **Honesty**

Expectations of Pupils

- Pupils are ‘**ready** to learn’ in all lessons
- Pupils are **respectful** of their peers and of adults
- Pupils keep themselves and others **safe**, including report bullying
- Pupils tell adults if they are worried or concerned
- Pupils know that there are fair consequences for their actions
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Examples of what we mean by ‘Ready, Respectful, Safe’

Ready	Respectful	Safe
<ul style="list-style-type: none"> - Come to school every day on time - Wear the correct uniform for school and PE - Listen and participate in lessons - Be prepared and ready to learn - Asking and answering questions 	<ul style="list-style-type: none"> - Use manners; say ‘please’ and ‘thank you’ - Treat others with kind actions and words - Take pride in the school environment and themselves - Keep things tidy and well looked-after - Listen to other opinions and ideas 	<ul style="list-style-type: none"> - Walk around school safely and sensibly - Tell teachers if you are worried about anything or anybody - Help others, including younger children - Keep your hands to yourself - Use playground and other equipment with care

Expectations of adults

- Teachers set class rules within their classrooms in line with school policies
- All class rules fit into the '**Ready, Respectful, Safe**' categories
- Adults understand that high quality teaching promotes values for learning
- Adults work to develop positive relationships with children and the wider school community
- Adults strive to create the best learning environment for every child
- Adults use language focused on the behaviour rather than the child when addressing negative behaviours
- Adults recognise that calm voices and open body language create feelings of safety and security
- Adults resolve behaviour issues in a positive, solution-focused manner
- Adults follow this policy consistently, taking the needs of individuals into account
- Adults take reports of bullying seriously, in line with the school's Anti Bullying Policy

All adults are responsible for the promotion of positive behaviour at all times – we are all role models.

Where children's behaviour presents challenges, staff reflect on their own practice using the following prompts:

- Is my lesson good enough to behave for?
- Is my support appropriate to the child's needs?
- Is our relationship good enough to behave for?

Positive Behaviour Strategies

Adults are expected to use positive behaviour strategies, including the following:

- Be an enthusiastic, engaging, and dynamic presence in the school
- Use positive language
- Establish positive class rules
- Make regular use of rewards including stickers, house points, certificates, post-cards and headteacher awards
- Find opportunities to give genuine praise to all pupils

The school uses the 'Good to be Green' system to support positive behaviour. If children do not follow the school rules or are not 'Ready, Respectful and Safe' strategies to manage their behaviour will be used, including use of the Good to be Green cards. Our child-friendly behaviour policy details the use of Good to be Green for children. See Appendix 3.

Managing challenging behaviours

Challenging behaviours are identified at different levels depending on their severity. Teachers are provided with strategies to minimise disruption and address the behaviour.

Level 1 –

Behaviour examples	Strategy
Calling out in lessons Not listening Running in the building Not lining up when instructed Pushing in the line Squabbling or being unkind Wandering around the classroom	Non-verbal strategies: Make eye contact Proximity – spend time within close proximity of the child Verbal strategies: Reminder of class rules linked to ‘Ready, Respectful, Safe’ Have a brief and quiet conversation to address the issue Where a verbal reminder is given, a ‘Stop and Think’ card is displayed on the class ‘Good to be Green’ chart.

Level 2 – All level 2 behaviours must be logged on Arbor and a guardian will receive a notification – A yellow warning card will be displayed on the class ‘Good to be Green’ chart.

Behaviour examples	Strategy	Consequence
Dangerous/rough play e.g. hitting on the body, slapping, a 'scuffle', grabbing, kicking, shoving/pushing, tripping, general 'fighting'	Remind children of the class rules and expectations Child completes a reflection sheet with a member of staff Class teacher meets with parent/carer to discuss the issue	Discussion with class teacher Time out within class (e.g. work away from the group for 10 minutes) Time out in another class In the case of swearing, 10 house points are deducted from the child's house Yellow card issued
Inappropriate language Name calling Misuse of equipment e.g. throwing it on the floor Repeated Level 1 behaviours		

Level 3

All level 3 behaviours must be logged on Arbor and a guardian informed. A red card will be displayed on the class 'Good to be Green' chart.

Behaviour examples	Strategy	Consequence
Any repeated Level 2 behaviour	Minimise risk e.g. remove other children from the area and call for Safety	SLT leads a meeting with parents
Threatening behaviour	Intervention trained staff to support	Child misses break/lunch time and spends it with SLT
Physical violence - child displays real aggression e.g. punch to the face or head with a fist, striking another child hard with an object, strangling, scratching another child's face, kicking with force, required physical intervention (restraint) from the CPI trained staff	If a physical intervention is required, any Safety Intervention staff will be available to support. If there is no immediate risk, a staff member with a strong relationship with the child will help the child become regulated and deescalate	Referral to other agencies if required Complete a reflection task Internal exclusion Fixed-term exclusion Permanent exclusion
Expressing harmful or radical views such as: racism, homophobia, sexism	Discuss with SLT. Log expression of harmful views on MyConcern	
Sexual harassment	Meet with Inclusion Support to discuss issues and strategies	
Bullying (including online)		
Negative online behaviours (including use of inappropriate language)	SLT and other invested parties meet to complete a behaviour risk assessment and/or safe behaviour plan	
Putting themselves in danger e.g. running away, climbing or exhibiting other crisis behaviours		

Appendix 1: Behaviour reflection form

Name:.....

Date:.....

What happened?

What did I do wrong?

Who was affected by my behaviour?

How can I put it right?

Next time I will...

Appendix 2: Safety Intervention info/list

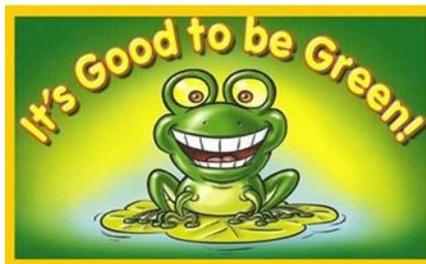
School operates a Safety Intervention Team (formerly MAPA Team) who can offer immediate support should a child's behaviour suddenly have an extreme negative impact on class learning and safety. All staff in this team have completed the Safety Intervention Working with Children and Young People (Traditional Classroom Learning) training, certified by the CPI (Crisis Prevention Institute).

CPI Trained staff:

Name	Role	Training expires on
Thomas Corbett	Assistant headteacher	03/02/26
Julie Dodd	EWO	03/02/26
Kristie Archer	LSA	03/02/26
Leanne Doughty	Deputy headteacher	03/02/26
Sheri Ohana	HLTA	03/02/26
Trevor Hyde	Assistant headteacher	03/02/26
Rebecca Armstrong	LSA	03/02/26
Jayne O'Neill	Headteacher	16/01/26
Samantha Billingham	Assistant headteacher	16/01/26

Appendix 3: Child-friendly behaviour policy

Rood End Primary Child Friendly Behaviour Policy



YOUR behaviour, YOUR choice.

At Rood End we believe that everyone has the right to learn in a safe and happy environment. This means that you have the **responsibility** to make sure that you behave in a way that allows teachers to teach and other pupils to learn and play in an environment that is happy and safe.

A Good to be Green chart will be displayed in your classrooms to track behaviour.



Everyone will start each day on green. To stay on green we expect you to demonstrate our school values at all times.



Ready	Respectful	Safe
<ul style="list-style-type: none"> Come to school every day AND on time Wear the correct uniform for school and PE Listen and participate in lessons Be prepared and ready to learn Asking and answering questions 	<ul style="list-style-type: none"> Use manners; say 'please' and 'thank you' Treat others with kind actions and words Take pride in the school environment, property and themselves Keep things tidy and well looked-after Listen to other opinions and ideas 	<ul style="list-style-type: none"> Walk around school safely and sensibly Tell teachers if you are worried about anything or anybody Help others, including younger children Keep your hands and your feet to yourself Use playground and other equipment with care

We know that sometimes mistakes can be made but it is important that we learn from this so we don't keep making the same mistakes.

If you choose to do something against our school rules you will be given a number of chances to put it right. It is **YOUR** responsibility to choose to do the right thing.

Chance 1: A non-verbal reminder. This could be a look or an action which will remind you to make the right choice.

Chance 2: A verbal reminder. A member of staff will tell you what you need to do. A blue 'Stop and Think' card will be displayed on your chart.



Chance 3: A yellow warning card will be issued indicating you will miss some of your playtime. It will be logged and a text message sent to your parents.

Chance 4. A red consequence card will be given and you will need to spend time with SLT. This will be recorded and your parents will be informed.



A text message will be sent home to parents and your behaviour will be monitored. Too many yellow cards will mean you will not get an invite to the Behaviour Party.

Behaviour examples	Consequence
Dangerous/rough play	Discussion with class teacher
Inappropriate language	Time out within class (e.g. work away from the group for 10 minutes)
Name calling	
Misuse of equipment e.g. throwing it on the floor	Time out in another class
Repeated Level 1 behaviours	In the case of swearing, 10 house points are deducted from your house.



Your parents will be informed and you may lose your invite to the behaviour party.
Too many red cards may result in a suspension.

Behaviour examples	Consequence
Any repeated Level 2 behaviour	SLT leads a meeting with parents
Threatening behaviour	Miss break/lunch time and spends it with SLT
Physical violence e.g. fighting	Referral to other agencies if required
Expressing harmful or radical views such as: racism, homophobia, sexism	Complete a reflection task
Sexual harassment Bullying (including online)	Internal exclusion
Negative online behaviours (including use of inappropriate language)	Fixed-term exclusion Permanent exclusion
Putting themselves in danger e.g. running away, climbing or exhibiting other crisis behaviours	

Some behaviours will mean that you will automatically be given a red card.

We have zero tolerance for ANY racist behaviour and this will result in a fixed term suspension.

Children who are **Good to be Green** for the whole half term will earn an invite to our behaviour party!

REMEMBER...

YOUR behaviour, YOUR choice!