

Rockcliffe First School



Behaviour Policy: *A baseline for outstanding practice*

November 2023
Review date: November 2024

KEY PRINCIPLES

We know that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include care, respect and concern for oneself and others, care and respect for the property and the environment. Whilst values are sometimes explicitly expressed, they are more often implicit in the way we behave and in the way we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

AIMS

The aims of this policy are

- for every member of the school community to feel valued and respected and for everyone to be treated fairly
- to build a safe and happy school community, which values kindness, care and empathy for others
- to create an environment where everyone feels safe and which enables everyone to learn effectively
- to teach children behaviour that is appropriate to different situations
- to raise awareness amongst children of the need to recognise and manage their emotions and reactions
- to support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

OBJECTIVES

- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- reinforce good behaviour so that children feel good about themselves
- for all staff to focus on de-escalation and preventative strategies rather than reactive ones
- all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating

IMPLEMENTATION

It is the responsibility of all staff, pupils and parents to work together to achieve this goal through consistent practices and different forms of curriculum provision including:

- working with the children to establish a set of rules or behaviour within school
- a whole school reward system based on Rockcliffe Learning Superpowers
- discrete curriculum time
- teaching PSHE and Citizenship through and in other curriculum subjects
- PSHE and Citizenship activities and school events

We will adopt a whole school approach to implementing the PSHE and Citizenship curriculum, as we know that all aspects of school life influence children's development in these areas. This policy is linked to our school's Anti-Bullying, Safeguarding/Child Protection, Relationships Education, Health and Safety and Early Years Policies and to our Single Equalities Scheme. It will reflect the ethos of our school.

Teaching is based on guidance materials produced by the PSHE Association and North Tyneside LA.

Our PSHE teaching is based around three core themes, which aim at teaching children how to offer and expect respectful, caring and positive relationships:

- Health and well being
- Relationships
- Living in the wider world

Through the theme of **Health and Wellbeing**, Rockcliffe First School children will be taught:

- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe

Through the theme of **Relationships**, Rockcliffe First School children will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships

- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Through the theme of **Living in the Wider World**, Rockcliffe First School children will be taught:

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- To respect equality and to be a productive member of a diverse community

In addition to discrete teaching, we will deliver teaching via:

- lessons in other subject areas as appropriate, e.g. Citizenship and ICT;
- assemblies and collective worship;
- the UNICEF Rights Respecting Schools agenda;
- The Schools of Sanctuary programme;
- the use of creative learning through, for example, art, music, poetry, drama and dance, to develop understanding of feelings and enhance pupils' social and emotional skills;
- annual involvement in Safer Internet Day activities and use of materials designed to promote understanding of cyber bullying and how to tackle it such as those on the "ThinkuKnow" website.

RIGHTS AND RESPONSIBILITIES

This list of rights and responsibilities is by no means exhaustive and has been selected in order to make it appropriate to positive behaviour and conduct.

STAFF

Staff have the right to ...	Staff have the responsibility to ...
▪ Work in an environment where common courtesies and social conventions are respected. ▪ Express their views and contribute to policies which they are required to reflect in their work. ▪ A suitable career structure and opportunities for professional development. ▪ Support and advice from senior colleagues and external bodies. ▪ Adequate and appropriate accommodation and resources.	▪ Behave in a professional manner at all times. ▪ Promote positive behaviour ▪ Show interest in and enthusiasm for the work and in their pupils' learning. ▪ Listen to the pupils, value their contributions and respect their views where appropriate. ▪ To support, praise, and as appropriate, reward pupils' good behaviour. ▪ To apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances. ▪ Expect high standards and acknowledge effort and achievement.

PUPILS

Pupils have the right to ...	Pupils have the responsibility to ...
▪ Be valued as members of the school community. ▪ Get help when they seek it whether with work or with bullying or other personal issues and to have a sympathetic audience for their ideas and concerns, where appropriate. ▪ Be treated fairly, consistently, and with respect. ▪ Be consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon. ▪ Work and play within clearly defined and fairly administered codes of conduct.	▪ Arrive at school on time, wearing the correct uniform and suitably equipped for the day ahead. ▪ Respect views, rights, and property of others, and behave safely and appropriately both in and out of class. ▪ Co-operate in school with the teacher/assistants/supervisors and their peers. ▪ Work as hard as they can. ▪ Conform to the conventions of good behaviour and abide by class charters and school code of conduct. ▪ Accept ownership for their own behaviour and learning.

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| | <ul style="list-style-type: none"> ▪ Co-operate and abide by any processes set in place to improve their own or others' behaviour. |
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PARENTS/CARERS

Parents/Carers have the right to ...	Parents/Carers have the responsibility to ...
▪ A safe, well-managed and stimulating environment for their children's education. ▪ Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently as far as is reasonable. ▪ Be well informed about their child's progress and prospects. ▪ Be well informed about the school's rules and procedures. ▪ Be involved in key decisions regarding their child's education.	▪ Ensure their child attends school regularly and arrives on time, wearing the correct uniform and suitably equipped for the day ahead. ▪ Be aware of school rules and procedures and encourage their child to abide by them. ▪ Show interest in their child's work and where possible provide support at home. ▪ Act as positive role models for their child in their relationship with school. ▪ Attend planned meetings with teachers. ▪ Support school policies. ▪ Provide school with any background information which may affect their child's behaviour.

CLASSROOM RULES

As part of our dedication to being a Rights Respecting School, we believe that pupils should take ownership and have a say in their own Class Rules. Therefore in consultation with the children we make a list of individual class rules to manage behaviour in the classroom. As the ethos of the school is evident in every class these rules all help maintain the high expectations we have in Rockcliffe First School, whilst using language appropriate to the children's age. Parents are made aware of this charter through newsletters.

RULES FOR MOVING AROUND SCHOOL

When in communal spaces it is important for us all to adhere to an agreed set of rules. There are:

- We follow the member staff in quiet lines.
- No running
- We walk sensibly at all times
- We walk on the left in the corridor and on the stairs
- Stair monitors will help to monitor good behaviour
- Calm monitors will help monitor good behaviour in the toilet corridor
- If you see an adult coming, give way or hold the door
- Older children always give way to younger children
- Don't cause a danger with your belongings/ensure items are always on your peg, not the floor
- Don't drop litter and if you see some, pick it up.
- Always wipe your feet when coming inside the school.

RULES FOR THE PLAYGROUND

- Do not exclude anyone from games; seek adult help if needed
- Share any equipment fairly; nobody can have more than one item
- Use equipment properly and safely;
- Play games according to the agreed rules; play fairly with no cheating
- Speak kindly and nicely to each other
- Use careful hands and feet
- Stop playing and tidy away equipment as soon as you are asked
- Line up in a straight and quiet line when the bell or whistle goes without touching anyone else
- Try to make sure no-one is playing alone unless they wish to.
- Cones marking out areas of the playgrounds should not be touched
- No climbing on the fence

RULES FOR ASSEMBLY

- Children must arrive, sit and leave the Assembly Hall quietly.
- They should listen quietly and respectfully to assembly leaders – visitors, members of staff or pupils.

All children display a range of behaviour throughout their time in school and at Rockcliffe we always strive to understand the underlying cause for any behaviour in order to be able to help the child reach their full potential. For example, children with low self-esteem may lead them to avoid having to engage with activities in the first place or to distract others around them. In order to avoid this, the child must be supported through a range of strategies. Teachers will ensure that children's needs are identified and addressed, that they are provided with appropriate activities and adequate support and that they are not placed in situations in which any disparities between them and their peers are highlighted in an obvious way.

Some children can display behaviour which can be a danger to themselves or those around them. In addition to other plans (APDR) a behaviour plan might be drawn up by the class teacher, in conjunction with the SENCO, to provide a clear and consistent approach.

POSITIVE REINFORCEMENT STRATEGIES

Children's positive behaviour is rewarded in a range of ways. On any given day in any classroom or break time you will see that positive praise and reward is much more common than any sanction. You will observe:-

- Children being treated with respect and good manners
- Children being verbally praised for good behaviour
- Children being thanked
- Stamps and comments in books for good work and behaviour
- Dojo points being rewarded in class, based on the Rockcliffe Learning Superpowers
- Weekly celebration assemblies where children from each class are rewarded for excelling in the week's Rockcliffe Learning Superpowers
- Half Termly rewards for Star Writers, Handwriting Heroes and Good Manners
- A visit to another member of staff to be rewarded

ADAPTIVE TEACHING

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants. Support and challenge will be detailed in weekly planning.

Pupils with special educational needs receive support provided by a member of the Nurture Team, where appropriate. Additional support is given in the classroom from teachers and teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it (see Special Educational Needs Policy).

Sometimes the behaviour can be challenging to deal with. At these times it is vital that each case is dealt with individually and staff should always use their knowledge of the child and professionalism in the distribution of appropriate sanctions.

SANCTIONS

- **Being repositioned within the classroom** Children may be moved away from their usual seats to work alongside pupils who might act as good role models. If necessary, children may be moved to tables and chairs where they will be able to work alone, away from other distractions.
- Sometimes this will be used proactively and children may be placed next to a 'Friendly neighbour', (another child) within the class.
- **Being repositioned in another classroom** Some children respond very well to having "time out" in other classrooms, away from their usual situation. Most teachers are happy to accommodate one or two pupils from other classes for a limited amount of time, so long as the behaviour in their own class is not adversely

affected. A request should be sent to the receiving teacher in advance of sending a pupil; however, as it is not always practicable to admit a child and an alternative location may need to be selected. Any child being sent for time out must always be accompanied to the new setting and must be provided with appropriate activities to complete independently during the session.

- **Nurture Team.** Some children may benefit from spending time in one of our Nurture Team rooms. This environment provides a calm and quiet environment, allowing the child time to settle to their work and to reflect on their behaviour by chatting to a supportive adult.
- **Being sent to speak to the Headteacher or another senior figure within school** As above, teachers must ensure that the relevant member of staff is available before sending a child – accompanied, and with details of the unacceptable behaviour – to the Headteacher or other member of the Senior Leadership Team. Appropriate work should be provided if the child is expected to remain out of his or her classroom for the remainder of the teaching session.
- **Loss of play times & lunch breaks** Teachers may keep children inside to finish work which has not been completed to an acceptable standard, or else to reflect on their behaviour. Children should be allowed toilet breaks during these times. Alternatively, children may be handed over to the duty teacher or to one of the Teaching Assistants at the beginning of playtime and told to remain with the adult for a portion of the break. Again, every case must be dealt with individually, for some children being outside at playtime helps them to self-regulate and therefore removing playtime is not a fair sanction.
- **Forfeiting the right to take part in certain special activities** Children will not be barred from taking part in activities, including visits, representing an important part of their teaching and learning. However, visits and activities such as North Tyneside multi-sports events are privileges which may be denied to children displaying certain unacceptable behaviour on an ongoing basis.
- **Suspension** The governors of the school wish to avoid suspending pupils wherever possible. However, following advice from Local Authority/external partners, suspensions may be used in cases where children do not respond appropriately to the system of rewards or sanctions.

PARENTAL INVOLVEMENT

It is vitally important that school staff and governors work in partnership with parents and carers in implementing this policy.

When there are ongoing concerns about the behaviour of a child then the class teacher will discuss these concerns with his or her parents, explore – with sensitivity - possible reasons for any recent changes in behaviour and suggest ways of keeping them informed of any improvement in or deterioration of the situation. At other times a face to face meeting on a daily or weekly basis may be preferred by both parties. **It is important that parents or carers are not embarrassed by contact with teachers and do not feel that their children's behaviour is being highlighted to others in the playground or school building.** Any discussions about negative behaviour must be carried out in a private and confidential situation. It may be best to communicate to parents or carers by telephone or email. Similarly, parents or carers may contact school by phone or email as well as in person in order to arrange a meeting to discuss concerns about their own children's behaviour, or about that of other children in school. Teachers must always pass on confidential information directly – support staff or others (OOSC) should not be asked to speak to parents about behaviour.

At times, it will be necessary for the Head teacher or, in her absence, the Deputy Headteacher or another member of the Senior Leadership Team, to meet with parents or carers to discuss ongoing concerns about behaviour.

ASSESSMENT, MONITORING AND EVALUATION

There are various ways in which standards of behaviour are assessed, monitored and evaluated. For instance, the number of times in which pupils are excluded is recorded as it is subject to monitoring by the LA and by Ofsted. Similarly, the number of racial incidents is reported to the LA on both a termly and an annual basis. Pupils requiring a personalised behaviour support plan or the input of members of professional agencies outside school, are also subject to both internal and external monitoring systems. Within school, unacceptable behaviour is recorded on CPOMS and staff will review regularly to help them identify patterns or triggers.