



Behaviour Policy

May 2019

Chair of Governors signature: J Kenny

Headteacher's signature: J James

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Person responsible for overseeing the implementation: J James

Behaviour Policy

At Rokeby Primary School we believe that behaviour impacts not only on academic performance but also on children's social, emotional and mental health needs. With this in mind, our policy promotes positive reward systems and behaviour outcomes for all pupils.

Aims of the Policy

- To encourage a calm, purposeful, fair and happy atmosphere within the school.
- To promote a nurturing environment where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure that children are safe.
- To raise awareness about appropriate behaviour.
- To provide common, simple and effective structures for promoting effort, achievement and positive behaviour.
- To prevent bullying, racism, homophobia, and any other discrimination.

Children behave and learn best in an environment where they feel safe, stimulated, and nurtured; where mutual respect lies at the heart of all we do. Rokeby Primary School promotes good behaviour and learning through our 10 Key Qualities.

10 Key Qualities:

- Trustworthy
- Responsible
- Fair
- Happy
- Confident
- Polite
- Well behaved
- Helpful
- Healthy
- Friendly

It is important that communication with parents remains a fundamental aspect of promoting positive behaviour in school. Parents are given the chance to celebrate positive behaviours with their children using Class Dojos, celebration assembly, communication books and visits to school.

It is important too, that parents are made aware when their children's behaviour has not been as positive as it could be. Class teachers and teaching assistants will inform parents in the first instance of inappropriate behaviour and look at ways in which to support any behavioural needs informally in the first instance.

Please see SEN and Inclusion Policy for further details on specific behavioural support.

Positive Reward System

Every class operates the same system to ensure consistency of behaviour across the school.

Class dojos are given for showing any of the following behaviours or attitudes:

- Trustworthy
- Responsible
- Fair
- Happy
- Confident
- Polite
- Well behaved
- Helpful
- Healthy
- Friendly
- Plus any attitudes/skills or behaviour that individual teachers deem appropriate for their cohort of children/individuals/groups.

Each child will start the day on 'green' on the class 'Good to be Green chart'. If a child behaves in a way that is unsafe or does not allow for successful learning of all children in the class to be continued, they will be moved to a 'Stop and Think card'. If a child is moved to the 'Stop and Think card', they will be told why and that with improved behaviours, they can move back to green. If the inappropriate behaviour continues, the child will then receive a yellow card and the child will be expected to apologise to the person or the class who they have upset. The child may be asked to miss some of their break time to consider their actions by completing a reflective task.

If a child on a yellow warning card shows further unwanted behaviours, then they will be moved to red – a consequence card. When a child is moved to a red consequence card, they will be told why, and they will attend the next lunchtime mentoring session. Their behaviour will also be logged on SIMS behaviour by the adult in school who dealt with the behaviour. This log will be attached to any termly reports that go home from class teachers. Once a child has attended a mentoring session, their card will return to green.

It is against our policy to give whole class punishments

Mentoring sessions

During the first 20 minutes of lunchtime each day, a qualified teacher leads a mentoring session for any children who have had a red consequence card. This session will involve looking at the events that lead to the behaviours and ways in which to manage/tackle this in the future. Children will reflect on their behaviour and discuss with the teacher how this can be resolved differently in the future.

Behaviour and Communication with Parents

Communication with parents is essential to good behaviours in school. Parents get daily feedback via the Class Dojo app if they choose to sign up. Parents will be informed by the class teacher if a child's behaviour has been unacceptable that day via the communication book, face to face or on the phone on the day the incident occurs.

Parents will also receive information regarding behaviours at parents' evenings and through termly reports.

Unacceptable Behaviours

This list of unacceptable behaviours enables staff to deal with behaviour consistently across the school. This list is to be used as a guide. Teachers' knowledge and understanding of the child and situation will also be taken into account when dealing with unacceptable behaviours.

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Teasing	Arguing/Answering back	Bullying (see policy)
Pushing/shoving	Lying	Spitting
Interrupting someone who is speaking	Refusal to follow instructions	Vandalism/damage to school or others property
Spoiling or running others games/work	Name calling	Physically hurting others
Play fighting	Refusing to follow instructions	Verbally abusing others
Constant talking in class		Dangerous refusal to follow instructions
		Biting
		Shouting at people
		Swearing

Lunchtime

Adults outside will deal with behaviour issues. WE DO NOT ISSUE Yellow or Red cards at lunchtimes. Sanctions for inappropriate behaviour might include giving children time out in a certain zone in the playground. However, for violent behaviour and deliberate action that shows no respect to property or person, the staff member on duty will bring the child to a member of the Senior Leadership Team. It is the responsibility of the lunchtime supervisors to inform the senior supervisor of any problems with particular children at lunchtime. This is recorded in the Behaviour Log. Each class has a Behaviour Log which is collected by the MDS at the beginning of every lunch-time. Inappropriate behaviour is recorded in the log and appropriate sanctions employed. The log is returned to the class teacher at the end of each lunchtime session. Class teachers will first deal with inappropriate behaviour from children in their class. If the behaviour is persistent the class teachers will involve the Senior Leadership Team. They will involve the Head teacher when necessary. The child's parents may also be involved. One sanction may be lunchtime detention for part or all of lunchtime.

The involvement of the Head teacher may lead to the child being excluded from the school premises for the lunchtime period.