



**School Name:** Rodbourne Cheney

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# Rodbourne Cheney Primary School

## Statement of Behaviour Policy

Rodbourne Cheney Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support learners and staff.

**This statement is to be read in conjunction with our Behaviour Policy COVID ANNEX**

### Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temperament, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### Code of Conduct

- All children and adults are expected to support the school values.
- Children are expected to be polite and have good manners.
- Children are to be kind, tolerant and respectful to each other.
- Children are encouraged to be proud to belong to Rodbourne Cheney School and always be ready to learn with the correct equipment and uniform.
- Children should always walk around the school sensibly, keeping to the left and be mindful of others.
- Physical violence is not acceptable, neither is retaliation.
- Inappropriate language must not be used.
- Children are expected to be punctual.

### School Rules

Our school rules are displayed around the school and shared with the children as a means of communicating the code of conduct in child friendly language. We have chosen three rules through which the code of conduct can be promoted in all aspects of school life. We have made them simple to recall, so that they can be referred to more frequently and consistently by all adults. What is really important is brought into sharp focus and children can strive to demonstrate the behaviours that are most important to improving their learning.

Be

- Safe
- Kind
- Respectful

### **Strategies for Promoting Positive Behaviour**

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented.

All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously and with respect and avoid escalating situations by shouting and failing to listen.

#### **All Staff will**

1. Model the behaviour we expect to see.
2. Use a consistent approach in recognising and celebrating appropriate behaviour referring to "Be Safe, Be Kind, Be Respectful" rules.
3. Remain calm in approaching all undesired behaviours and never ignoring or walking past children that are behaving inappropriately.

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

#### **Rules**

Be Safe

Be kind

Be Respectful

#### **Senior Leaders will:**

1. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
2. Support staff in managing learners with more complex and entrenched behaviours by monitoring data and having a visible presence around school.
3. Ensure staff training needs are identified and targeted.

### **Class expectations**

- An adult to collect their class from the playground at the end of playtimes and lunchtimes and walk in with them, ensuring that class have lined up silently and are walking well in to the building.
- All lessons should begin promptly therefore engaging children from the start.
- High expectations of work and behaviour.
- Stimulating environment with motivating displays of child work and working walls. Ensure all children can access resources easily and that all can see the IWB from their seat.
- Ensure school rules (exemplified are visible to all.)
- Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use agreed reward systems.

- Make opportunities to build positive relationships in unstructured time
- Watch language, tone, posture, body language etc. Remain calm and cool at all times.
- Plan the effective use of any additional adults to support children who need extra help to meet the lesson objectives.
- Ensure you always follow through on what you have said. Certainty not severity.
- Criticise the behaviour – not the child.
- Reflect! Don't be afraid to admit you got it wrong, seek advice and change your practice the next time.
- Ensure the classroom is tidy, encouraging responsibility from the children.
- Orderly routines embedded into school transitions at assembly time, playtime and lunchtime.

### **Around the school**

- Notice and respond to good behaviour exhibited by children from across the school, but challenge where necessary.
- Duties, be on time, in correct place. Take opportunities to build relationships with children. Play games and join in with them in the playground.
- Intervene whenever incidents occur – follow Restorative Approaches where possible.
- Corridors kept clean and tidy with motivating and eye-catching displays.

### **Understanding the School Rules**

Each teacher will lead a discussion about the rules with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a common, clear understanding of these rules and what they 'look like' in practice. The table below gives some ideas of things that might be covered by each rule but these should be decided with the children at an age appropriate level. The discussion should start with the question 'What do we want being safe / kind / smart to look like in our classroom and the playground?'

The ideas formulated by the children should be displayed so that the rules can be referred to throughout the day.

Safe	<ul style="list-style-type: none"> <li>• Keep hands and feet to ourselves</li> <li>• Walk when inside school – hands to your side and on the left.</li> <li>• Use lesson resources / playground equipment for what they are supposed to be used for.</li> <li>• Keep four chair legs on the floor at all times</li> <li>• Know and follow the fire procedures</li> <li>• No play fighting</li> </ul> <p>Also: rules for being safe due to COVID- Washing hands, no touching, keeping your distance (See Behaviour COVID19 statement)</p>
Kind	<ul style="list-style-type: none"> <li>• Be kind to all</li> <li>• Treat other people kindly</li> <li>• Care for school property and the property of others</li> <li>• Be honest</li> <li>• Follow instructions, the first time we are asked</li> <li>• Wait our turn to speak</li> <li>• Help someone who needs help or support</li> <li>• Show good manners. Use please and thank-you</li> </ul>

	<ul style="list-style-type: none"> <li>• Hold doors open for others</li> <li>• Let an adult know when you see a pupil going 'above and beyond'</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>• Wear correct uniform</li> <li>• Come into the classroom promptly in the mornings and after playtime / lunchtime</li> <li>• Demonstrate good listening, e.g. eyes on teacher.</li> <li>• Get involved in class / group discussions</li> <li>• Face new challenges</li> <li>• Be resilient</li> <li>• Understand that not everybody has the same views</li> <li>• Work hard in class to meet your potential in learning.</li> <li>• Keeping the school rules</li> </ul>

### **Incentives and Rewards**

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for being kind or safe and for all aspects of good work and behaviour.

All staff give **verbal or written praise as often as possible**.

**Values Pebbles**- Children can be nominated by staff or children throughout the school when they see a child going 'above or beyond' or for showing excellent values and kindness. Pebbles will be handed out in assembly.

**Super text messages** – Every member of staff has the option to send a super text message to a parent. The idea is to celebrate when a child has done something well or acted above and beyond expectations. It is a chance to share good news with parents and celebrate the good behaviour/work of the children beyond the school gates.

**Praise Postcards:** Each member of staff writes a positive note to two children once a term to praise their efforts / behaviour / acts of kindness. These will then be posted home to the children.

**Certificates** - celebrating achievements are awarded throughout the year at each week's praising assembly. Anything that reflects our values, our school aims, our rules or growth mind set behaviours. These will have an alternate weekly focus around learning and values.

**The Bee Happy Club** - Children who consistently show good behaviour choices (but are too easily forgotten) may be invited to attend the 'Bee Happy Club'. Class teachers to nominate children they feel should be invited to spend 20 minutes with the Head or Phase Leader chatting and having a drink. (This may be adapted)

**Golden tickets and Raffle Tickets**– Golden tickets are linked to our lunch time behaviour. Lunchtime supervisors and duty staff will give out golden tickets to children that are behaving consistently well or doing something which is above and beyond expectations. Golden tickets will be given out daily. In class, a child will be given a raffle ticket. The more raffle tickets that a child receives, the greater the chance of winning!

## **Behaviour is a form of communication**

Behaviour is communication. It is important as professionals that we understand the connection between behaviour and communication for children. At Rodbourne Cheney Primary School, we have a common belief about behaviour which is that all behaviour is communication.

A change in behaviour could be highlighting an unmet need. The role of the safeguarding team is to work with staff so that they are aware of any adversity or trauma which may impact on a child's mental and physical health and behaviour. We will provide support for the children with a variety of agreed strategies through an Individual Behaviour Plan and working with the SENCO and external agencies if required.

## **Restorative approaches**

Wherever possible, Rodbourne Cheney Primary School will seek to repair relationships using restorative approaches. Restorative Approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulation.

## **Four micro-scripts to use**

What you repeatedly say in response to poor behaviour is important. Most of us have had our defaults set by our own teachers when we were students. This is why in moments of stress you find yourself saying phrases like 'Why am I waiting?' and 'Would you do that at home!' Here are some key phrases.

**'I've noticed.....'**

Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the learner to defend against.

**'I need you to....'**

Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Often introducing 'choice' in the moment is not helpful, 'You can choose to do this now or at break time' will tempt many learners to go for the latter and that is not the outcome you really wanted.

**'You are better than that...'**

Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

**'I care about you'**

Shows the pupil know that you believe in them and want good outcomes for them.

## Sanctions ladder

1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations "are you..safe, kind, respectful" delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Time Out can also be used in the playground for reflection time.
5) Internal referral	At this point the learner will be referred internally to another room in for the remainder or agreed time of the lesson. All internal referrals must be recorded on CPOMS. If referral is need at playtime then this will need to be referred to the class teacher and logged on CPOMS by the member of staff dealing with incident.
6) Reparation	A restorative meeting should take place before the next learning session. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7) Meeting involving parents	Continued breach of behaviour results in a meeting with the teacher, learner and phase leader, recorded on CPOMS with agreed targets on a behaviour plan that will be monitored over the course of two weeks.

## Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A Restorative discussion will also form part of the process.

### First incident

- Incident to be recorded on CPOMS
- Warning of next steps in future if there are repeated incidents of this kind.
- Class teacher informed (if they were not the ones supporting with incident) who will notify parents of the incident verbally.

### Second incident

- Chart completed by an adult involved in dealing with the incident, alongside the child.
- Class teacher informed who will notify parents of the incident verbally or with a formal letter
- Nominated adult will complete 3 houses and weekly drop-ins.

### **Third incident**

- Parents contacted and possible following actions: - Possibility of a weekly report
- Discussion about next steps with SENCo/SLT e.g. Early Help, Behaviour Support etc. This is to be recorded on CPOMS
- Warning of future sanctions e.g. exclusions

Sanctions for serious behaviour will follow the steps above and may include:

- A teacher's immediate use of Step 3 of the Sanctions Ladder i.e. the child leaves the classroom.
- A verbal warning by the Head Teacher or Assistant Head Teacher as to future conduct
- Withdrawal from the classroom for the rest of the day
- Communication with parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then exclusion procedures may be implemented. WHF / Swindon Borough guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude.
- A case conference involving parents and support agencies
- Extreme situations of serious behaviour may result in children moving more quickly to Head teacher involvement.

All actions must be logged on CPOMS and any meetings with parents will require a notes to be taken.

### **Internal or Fixed Term Exclusion**

If a child persistently makes poor behaviour choices, and continues to choose the following behaviours, the child may, at the discretion of the Head / Assistant Head, either be given an Internal Exclusion or a Fixed Term Exclusion (headteacher decision) :

- Serious and persistent disruption to other children' learning, including rudeness, disobedience and refusal to abide by the School's Code of Conduct
- Physical violence to children, staff or adults
- Swearing at child, parent, staff or adult in the school
- Threats of physical violence to children, parents, staff or adults, or in some other way risking the safety of children, parents, staff or adults
- Serious or persistent bullying or racial/sexual intimidation
- Serious damage to School's property
- Leaving the School premises during the course of the school day

If the behaviour continues or the child chooses not to follow the School rules during the Internal Exclusion, a Fixed Term Exclusion will be given.

### **Playtime or Lunchtime Exclusion**

If, as a result of a restorative conversation, it is decided that a child should miss their playtime, the child will be given a designated reflection space.

Children who miss playtimes are expected to have a reflective discussion about the reason why they have had to miss their playtime.

Football- children will be asked to sign a code of conduct contract for playing football at lunchtimes.

### **Children “Beyond”**

A few children may be beyond normal incentives and sanctions and lunchtime policies. These children are unable to recognise the normal boundaries of behaviour. They are often unhappy, angry and suffering from low self-esteem. They may have basic emotional or physical needs which are not being met. They often feel they are incapable of being good so they do not even try. The usual systems for incentives and sanctions will not motivate these children. They are often afraid of their own behaviour and feel they cannot regain control. To help children break out of this negative pattern, a small achievable target should be set, with a motivating reward, so that they can experience success. This will be set in discussion with the SENDCO

#### *Individual contracting and de-escalation plans with the support of the SENDCO*

The system for monitoring the target behaviour will be agreed with adults and child. The normal sanctions will still apply for other unacceptable behaviour. The rewards given for achieving these targets will be kept separate from other sanctions when unacceptable behaviour occurs. This will ensure that the child's success in achieving the target is not undermined by other behaviours. In this way their self-image can be steadily enhanced. When any child reaches this stage the incidents will be logged by the school in case the child needs to be referred to outside agencies.

Many children and young people who have behavioural difficulties, including many of those with social, emotional and mental health needs (SEMH), also have speech, language and communication needs (SLCN). These needs often go unrecognised because behaviour can mask a child or young person's difficulties with communication.

### **Adverse Childhood Experiences (ACES)**

Childhood adversity can create harmful levels of stress which impact healthy brain development. This can result in long-term effects on learning, behaviour and health. Evidence from ACE surveys in the UK and beyond demonstrates that ACEs can exert a significant influence throughout people's life. It is important that all staff have training on ACEs, and therefore can recognise the impact this may have on children.

Support will be provided to children experiencing ACEs through SENCO, Early Help and outside agency support. Support will also be provided to staff through SENCO and outside agency support, such as SEMH team.

### **Physical support and Intervention (Team teach)**

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff that are trained in Team Teach techniques to support this. However, it must be noted that all staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or young person or indeed any adult may be at risk. A calm and measured approach to a situation is needed and members of staff should never give the

impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child or young person. Use of reasonable force is always a last resort.

All incidents involving the use of force will be recorded by staff involved as soon as possible after the incident and copies will be given to Head teacher. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required. This will also be recorded on CPOMS

### **Bullying (Including Cyber-bullying, Racial, Discriminatory Bullying)**

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

### **Responding to concerns about bullying**

All bullying allegations are to be reported to Senior Leadership / safeguarding team through recording this on CPOMS. All of these allegations will then be investigated and all allegations will then be reviewed accordingly.

Appropriate action will be taken to support the children in our school to feel safe, listened to and valued.

### **Peer-on- Peer abuse**

(See also pages 15-15, 36-37, Part 5 KCSIE and Annex B, as well as our Safeguarding Policy 2021)

Peer on peer abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up.

### **Procedures in place to minimise the risk**

- The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. (For example, through lessons, displays in the school, posters advertising helplines eg Childline.
- Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously.
- We deliver a Relationships Education and Health Education (Primary) / Relationships and Sex Education and Health Education (Secondary) curriculum in line with the DfE statutory guidance. This develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. Rodbourne Cheney Primary School uses Jigsaw to support the teaching of this.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of peer on peer abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our school has a zero tolerance approach to abuse and regular staff training ensures that incidents of peer on peer abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of peer on peer abuse are reported to the safeguarding team.
- Our school's behaviour policy is regularly reviewed and sets out the expectations about appropriate behaviour.

## **Monitoring**

In order to help monitor the effectiveness of the Behaviour Policy we will review the application of the behaviour policy through observations and the scrutiny of behaviour logs.

The Governors will review the policy every two years.

This policy should be read in conjunction with the following policies:- Anti-Bullying, Safeguarding (including allegations against staff), Teaching & Learning, SEND, Equality, Complaints and Health & Safety.

**To be reviewed in September 2023**