# Repton Primary School

# Behaviour Policy 2024-25

Reviewed: September 2024 Minute No. 5/101024

Next Review: September 2025

The rationale of our school behaviour management policy is that good behaviour should be recognised and rewarded and that negative behaviours be discouraged and changed for the better through the fair and systematic application of our behaviour policy. This policy should be read in conjunction with the school's latest safeguarding and child protection policy and in line with Keeping Children Safe in Education (September 2024).

This policy outlines the strategies to be used for maintaining good behaviour throughout the school. Its purpose is to support staff in creating a safe, caring and ordered environment in and around the school.

We adopt a balanced approach to discipline, rewarding good behaviour and using positive language while applying sanctions for unacceptable behaviour in a consistent and fair way.

We aim to encourage children to develop the self-discipline which will enable our children to play a full part in school life and become responsible citizens in the future.

**What is appropriate behaviour?**

Appropriate behaviour is any behaviour which encourages and maintains the good order and conduct of the school. Positive behaviour ensures children feel safe, secure and welcome as a member of our school community and the wider community.
Positive behaviour is a choice. Inappropriate behaviour will be treated with this in mind and dealt with accordingly.

**Adults should:**

- Use positive language to promote a happy, constructive working environment.
- Use the behaviour ladder consistently with all children.
- Take responsibility for the behaviour of all children in school, particularly those in their class, at all times of the day.
- Involve parents at the earliest stages of behaviour problems with a child.
- Be consistent and fair.
- Make themselves aware of the possible causes of the poor behaviour and seek support accordingly.
- Be aware of specific medical or behaviour and emotional needs that certain children have.
- Work with senior staff and external agencies to implement any strategies suggested and document actions accordingly.
- Stay calm and listen
- Avoid confrontation

**Children should:**

- Be involved in constructing class rules
- Follow the rules at all times
- Listen to each other and to adults
- Take pride in themselves and the school
- Respect their own and others property and equipment
- Be polite and talk respectfully to staff and pupils
- Keep their hands and feet to themselves
- Be encouraged to explain their actions, reflect on them and express how improvements can be made

**Behaviour Ladder**

The procedure for applying the behaviour policy in classrooms is as follows.

- Each class teacher has a behaviour 'ladder' prominently displayed in the classroom. In Reception and KS1 the stages are exactly the same but the chart is in the form of clouds, a rainbow and stars. At the beginning of the day all children's names are placed on expected behaviour in the centre of the chart. Positive behaviour is rewarded by moving the child's name up the chart. If a child reaches the top of the chart then they will receive a class certificate.

- Children can also receive a leaf for good behaviour which is presented in Friday celebration assembly and placed on the 'Tree-mendous Tree' in the hall.

- Children who behave inappropriately are first given a verbal warning by the teacher. If they choose not to address their behaviour their name will be moved down the ladder further resulting in a range of sanctions including, a message home and being sent to the headteacher.

- At the end of the day a 'fresh start' is given and all names are returned to expected behaviour.

- Each class teacher will keep a record of where children finish on the ladder at the end of the day, this is kept in the headteacher's office.

- Children who need to see a senior member of staff should be accompanied by a TA or responsible child with some indication of the reason for removal from class. If no-one is available a responsible child should be sent to the office to obtain assistance.

**<u>Rewards</u>**

Good behaviour and good work will be rewarded in a variety of ways:

- Verbal praise
- Certificates
- Star of the Week Award
- Leaves for exceptional behaviour
- RPS Superstar Wristband
- Post cards to parents
- Message home



**Customised sticker** – If a child moves up one place on the chart they receive a custom-made sticker that indicates they have moved up the chart.

**Raffle ticket in a box -** If a child moves up again on the chart a raffle ticket is awarded and put into a class box. Every Friday afternoon the teacher will pull out a ticket. This child receives a prize from the class box.

**Special Class Certificate-**This is the final step up the chart. A child will receive a certificate from the class teacher for reaching the top of the chart on that day.

**Friday celebration assembly**
Parents are invited to attend this assembly if their child has been chosen to receive a Star of the Week certificate. These certificates are based around our values of Respect, Pride and Success. A child can also achieve a leaf for exceptional behaviour during the week which is placed on the tree-mendous tree during this assembly.

**RPS Superstar Wristband**
These red wristbands are given to children who continuously and consistently display good behaviour choices day in, day out. These are the 'always' children whom can be relied upon to make the right choices all the time. If a child received one of these and displayed such behaviour that was not satisfactory then a warning would be given to get back on track. If this continued to deteriorate then the child would lose the privilege of wearing the wristband. Wristbands start fresh each academic year and children need to earn one again.

**House points -** House points will be awarded for work and academic progress for our four Derbyshire houses – Peveril, Haddon, Chatsworth and Hardwick.

**Sanctions for unacceptable behaviour**

Sanctions for unacceptable behaviour will be applied for some of the reasons listed below although this list is not exhaustive:

- Bullying (see Anti-Bullying policy for definitions)
- Discriminatory behaviour towards a protected characteristic as defined on the Equality Act 2010.
- Verbal attacks on adults or children, including those of a homophobic or racist nature.
- Use of foul or abusive language
- Physical attacks on children or adults
- Dangerous behaviour
- Abuse of property
- Refusal to follow reasonable instructions
- Verbal or online threat involving knives – this could involve contacting the Police and searching the child's bag witnessed by two adults.

According to the severity of the behaviour the following sanctions will be applied:

- **Verbal warning-** An initial verbal warning—the child is asked to think about making the right choices and changing their behaviour.

- **Sent to headteacher-** A child will be sent to the headteacher to have a restorative conversation about their actions and the impact on the victim.

- **Internal exclusion** – If a child has been violent, abusive or intimidating towards another child or adult or has damaged school property deliberately then the child will be internally 'excluded'. This is the most severe punishment that we can give a child before suspended them from school. This would mean that they would work in isolation away from their peers. Parents will be informed and this will be recorded on the school management system.

Lots of our children in school have SEND and on occasions this could be the cause of their challenging behaviour. Having SEND however, does not justify or excuse violent behaviour and this would be dealt with appropriately according to the needs of the child. A child may have a MY SEND Learning Plan or behaviour chart which will be monitored by the SENDCo.

If the above sanctions have been applied and there is no improvement in the child's behaviour, then parents may be called or invited in to meet with the class teacher and headteacher regarding their behaviour.

Referrals to external agencies may also be made. In all cases they will need to see written evidence of sanctions already applied. Agencies that may become involved are:

- DCC Behaviour Support Service
- School Health
- YISP
- Educational Psychologist

- The school may be able to apply for Temporary Additional Pupil Support funding to provide for a TA to work with a child for a few hours each week – If this is to happen there needs to be a record of evidence for an application to be successful.

- If a child is presenting a danger to pupils, staff or property then a member of senior staff needs to be alerted.

  **Fixed term suspension –**

  Following a previous internal exclusion, if a child displays violent behaviour towards children and adults which jeopardises their own safety and the safety of others then they could receive a fixed term suspension. This could be a day, two days, three days or five days according to the severity and frequency of this behaviour. A child sent home for part of a day, with or without parent's permission counts as a suspension and the necessary paperwork needs to be completed. Any type of suspension would be a last resort and would be the result of every other strategy and aspect of the policy being exhausted.

- **Permanent exclusion** -

  If a child continuously receives fixed term suspensions and not necessarily 25 days' worth, then a child might face permanent exclusion if the school feels that it cannot guarantee the safety of its pupils and staff or meet the needs of the child. Permanent exclusions are the absolute last resort and it is hoped would never be needed but would occur if the above had not been met. At this point the head teacher will seek the advice, guidance and support of a wide range of professionals within the LA.

  Above all we hope that by following our values of **Respect**, **Pride** and **Success** all children will continue to be encouraged to behave in a positive way at Repton Primary School.

