



ROUNDHAY SCHOOL

EST. 1903

Policy name: **Behaviour Policy**

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Governor committee: **N/A**

To be approved by: **Head of Primary and Headteacher**

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Applicable to

PRIMARY CAMPUS

Aims of the policy

At Roundhay, our aim is to promote a culture of excellence. We aim to achieve this by promoting a calm, purposeful and positive atmosphere in and around school, through mutual respect, shared values and community spirit. We are also proud to be a caring and inclusive school. We ask and encourage children to 'look smart, think smart, be smart' in their journey to 'be the best that they can be!' Promoting excellent behaviour throughout school is a shared responsibility and requires us to:

- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- Ensure that children understand the high expectations that we have for their conduct behaviour and behaviour for learning;
- Recognise, value and encourage parental co-operation in supporting behaviour management in school;
- Be excellent role models in our own conduct, demonstrating consideration and respect for all staff, children and our community;
- Challenge any, and all, unacceptable behaviour promptly and consistently in line with this policy.

Promoting a Culture of Excellence

We encourage a culture of excellence through our teaching of our core values. These are reinforced run through our whole-school approaches: our whole-school Personal Development offer; themed assemblies and class assemblies; Talk Time sessions in classes; high expectations of all children and staff at all times; and dedicated Nurture and Thrive provisions for key groups of learners. They are an integral part of 'The Roundhay Way' as we strive for excellence to ensure that every child is 'ready and fit for their future.' Ultimately, our aim is to be explicit with all members of our community as to our expectations so that everyone understands and is proud to say, 'This is how we do it here!'.

Our School Promises



Whole School Approaches

To ensure that our children move around the school safely and calmly, our children will walk on the left-hand side of the corridor using assembly hands. When adults require the attention of our children, the adult will ask for a 'Team Stop' and hold their hand up to show this. All these approaches help to ensure that we have a calm and purposeful environment at all times in school so that time is spent ensuring quality-first teaching and learning for all of our pupils.

Positive Behaviour: Positive Choices = Positive Consequences

In order to promote children's self-esteem, we reward the children as much as possible. Class reward systems are in place to celebrate positive 'Behaviour for Learning' and general school behaviour. The behaviour systems and rewards are shared with pupils and all adults, and are used fairly and consistently throughout the school. The half-termly Good to be Green Celebrations reward those children who have made the right choices consistently.

We also recognise positive behaviour in the following ways:

Minor

- ✓ Verbal praise within classroom on a one-to-one basis
- ✓ Pointing out good behaviour
- ✓ Smile/nod/thumbs up/saying "well done" etc
- ✓ Comments written in books

Medium

- ✓ Stickers
- ✓ Marbles (collected in a jar leading to a whole-class reward)
- ✓ Class dojo points (individual reward)
- ✓ Showing good work to the class, or other teachers
- ✓ Being given a responsible job
- ✓ Sharing work with peers and/or teachers

Major

- ✓ Showing work to Head of Primary and sharing it in Celebration Assembly
- ✓ Weekly Special Mentions (badge and a certificate) – one child from each class selected for an individual reason (learning, behaviour, attitude, attendance or for consistently demonstrating our school values and promises)
- ✓ Weekly Head of Primary Special Mention for contributions to school life
- ✓ Specific mention to parents
- ✓ Letters sent home to parents
- ✓ Postcards sent home

Negative Choices = Negative Consequences

Systems are in place as a shared framework to dealing with poor behaviour and negative choices. This framework is designed to support all adults in the school - addressing poor behaviour consistently and fairly. When dealing with arising situations, both inside and outside the classroom, all adults will use their professional judgement and common sense, considering the specific needs and age (including emotional age) of the child. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly.

Managing Behaviour

We use a range of strategies to support behaviour at Roundhay School, including:

Preventative Action

Interesting, challenging and engaging lessons
Collaborative, problem solving learning
High expectations
Considering use of language
Classroom rules
Differentiation – meeting each child's needs
Scanning
Appropriate seating/groups
Core routines embedded
Noise Level
Positive relationships

Corrective Action




Tactical ignoring
Tactical Pausing
Non – verbal cueing
Positive feedback
Moving around the room
Distraction/Diversion
Direct questions
Conditional direction
Behavioural direction
Rule Reminder
Take up time
Blocking
Partial agreement
Choice

Supportive Action

- Follow up
- Discuss behaviour
- Discuss how to repair and rebuild
- Restorative conversations
- Reestablish a positive relationship
- Fresh start

Our whole school 'Traffic Light' system

In each class, a set of traffic light colours is displayed. Every morning, each child's name begins on the green circle of the traffic lights. A child whose name stays on this circle all day is demonstrating excellent behaviour throughout the school day. We encourage these behaviours – it is good to be green! This system is hierarchical, as shown below:

-  Green Circle – The child is demonstrating behaviour in line with all rules that we expect in school.
-  Amber Circle – To be used if a child is not demonstrating behaviour that we expect in school after being given a reminder (when appropriate)
-  Red Circle – Children will move to red for more serious incidents or persistent amber behaviours.

Unacceptable Behaviour Hierarchy

Please note that this list does not provide an exhaustive list of unacceptable behaviours and that staff may draw upon their experience to appropriately judge negative behaviours

| Stage | Unacceptable behaviours | Consequence |
|------------------------------------|--|---|
| 'Think about it' behaviours | <ul style="list-style-type: none"> • Calling or shouting out • Swinging on chairs • Shouting in the classroom or corridor • Not following simple instructions • Continuing to talk or write/draw after team stop • Consistently interrupting others while they are talking • Not joining in an activity during learning time • Not tidying up • Running inside • Talking in assembly | <p>Reminders:</p> <ul style="list-style-type: none"> • 1st reminder – look and name the behaviour as a reminder. Reference school promises • 2nd reminder – direct verbal warning – move child's name to 'thinking space' and if possible ask an additional adult to intervene and support the child. NB – child's name can go back to green if they change their behaviour. Scripted conversation to help to get behaviour back on track. • If behaviour continues, move child's name to Amber and follow Amber consequence procedure |
| Amber behaviours | <p>Persistent 'think about it' behaviours</p> <ul style="list-style-type: none"> • Answering back or arguing with an adult • Disrupting the learning of others • Throwing things in the classroom • Name calling • Leaving the room without permission • Refusing to follow instructions • Being deliberately unkind to others • Cheating or disrupting other children's playground games • Swearing | <ul style="list-style-type: none"> • For first Amber – child misses 5 mins of their playtime (in the most immediate playtime opportunity) with their class teacher. Teacher to record behaviour on CPOMS. • For second Amber child to miss 10 minutes of their playtime. Behaviour to be logged on CPOMS. |
| Red behaviours | <p>Persistent Amber behaviours (for the third time and continued in half term)</p> <ul style="list-style-type: none"> • Persistent swearing • Physical retaliation • Persistent refusal to participate • Challenging an adult • Physical violence • Running/walking away from a teacher • Being abusive or threatening to others • Damage to school property • Verbal abuse to an adult • Leaving school without permission | <ul style="list-style-type: none"> • Child is sent to Assistant Head or Phase Leader at the earliest possible opportunity • Child misses lunch/playtime • Teacher to log behaviour on CPOMS • Parents to be informed of incident <p>Additional consequences decided by Senior Leader and Head/Deputy Head, which may include:</p> <ul style="list-style-type: none"> • Child receiving an internal exclusion – spend a lesson/morning/afternoon/full day in another classroom or a quiet space |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Rude or disrespectful remarks about race, cultures, religion, gender or sexuality. • Serious violence resulting in physical injury • Bullying others <p>(these behaviours to be reported to DHT/HOP)</p> | <ul style="list-style-type: none"> • Child may lose school privileges e.g. representing the school at external activities, prefect role etc |
|--|--|--|

Behaviour is based on a choice and consequence

School reserve the right to withdraw children from extra-curricular activities if behaviour is not at the expected standard (or the standard appropriate to the individual child).

Lunchtime and Break

All systems used in classrooms are also extended to break and lunch times. Children may be given some ‘cool down’ time by standing at the side of the playground. Any member of staff in response to inappropriate behaviour can initiate this. Lunchtime supervisors and on duty teaching staff are responsible for maintaining these systems throughout break and lunch times and feedback to staff via our behaviour monitoring logs in each classroom. A member of the Senior Leadership Team is always available during break time and lunchtime and can be consulted if support is required during these times.

We do not tolerate aggressive verbal or physical behaviour targeted at another child or adult, and each incident is dealt with seriously and according to individual circumstances. In extreme circumstances, or aggressive behaviour displayed over time, a Fixed Term Exclusion will be given. ‘Fixed Term Exclusions’ may help to preserve the right to education of the other pupils. This decision will always be robust, fair and defensible. In individual circumstances a referral to the Area Inclusion Partnership will be made to ensure that a child is not at risk of becoming permanently excluded from school.

Individual behaviour management systems

As a caring and inclusive school, we are aware that whilst our behaviour system will meet the needs of the vast majority of our children, it may not be suitable for every child. Therefore, we will review and adapt the management of this to suit individuals. Teachers will work with these children to agree an individual behaviour system, which will work alongside our whole school expectations.

Supporting Children

The Primary Campus has a dedicated Inclusion Team to support and monitor children’s wellbeing and behaviour, and to liaise with teachers and parents as necessary. The Inclusion team (this includes dedicated SEN and Pastoral staff) will work with staff and SLT to review behaviour and decide when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.

Care and Control

Under our legal duty of care, reasonable, proportionate and necessary force may be used in extreme circumstances. This action, which may include physical restraint, is always in the best interests and safety of the child, other children and adults.

As a last resort, staff are permitted to use physical intervention to prevent pupils from doing any of the following:

- Injuring themselves or others
- Causing damage to property
- Committing a criminal offence
- Engaging in behaviour prejudicial to maintaining good order and discipline

Care and control measures are permitted on school premises and on authorised out-of-school activities. All care and control must be considered 'appropriate, reasonable and proportionate' to the individual situation. Staff will use a calm, measured approach throughout.

Care and Control includes:

- Supporting a pupil in moving to a safe environment in school
- Holding a child to stop or prevent them from injuring themselves or others, causing damage to property or engaging in behaviour prejudicial to maintaining good order and discipline
- Supporting a child to safety if they are in a position of danger e.g. at a height that is deemed unsafe by the adult
- Searching

All instances of positive handling will be recorded using a Positive Handling form and on CPOMS and parents will be informed.

At Roundhay, any incidence of force used will always be reasonable, proportionate and necessary. It will always be used where staff deem it to be a last resort and only in circumstances where a child has lost control of themselves to such an extent that they are unable to make a rational decision to maintain their safety or the safety of others. In these circumstances, a hold appropriate to the child's size and to the situation will be used. Although legally all staff have the power to use reasonable force, wherever possible and practicable a TeamTeach-trained and accredited member of staff will deal with the situation.

Children who have difficulty making appropriate behaviour choices may be supported through the use of an Individual Behaviour Plan (IBP) and/or a Positive Handling Plan (including risk assessments). Parents will be invited into school to discuss these plans to ensure a close partnership between home and school. Serious incidents, where children have been physically restrained and/or separated, will be recorded on the school's secure online system, CPOMS.

In deciding what a serious incident is, teachers will use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the child and/or member of staff
- The child's age (including emotional age)

Bullying

Please see the Primary Campus Anti-Bullying policy.

Screening and searching pupils (taken from the Searching, screening and Confiscation Government document)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Transition

We care deeply about effective transition between year groups to ensure that all children feel confident in a new learning environment. As such, we arrange for children to meet new class teachers during 'transition day', ask for additional useful information from parents and pupils to support the new teacher, include time for handover meetings between old and new teachers, as well as implementing additional support for individuals to facilitate this.