



BEHAVIOUR POLICY

'Striving for Excellence'



Date approved by the Governing Body:

Date to be reviewed:

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 the core values. These are reinforced run through our whole school approaches, assemblies, class assemblies, and nurture sessions. 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.'

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 'Quality Audience', using our 'Team Stop' signal. 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 assembly
- ✓ Weekly Special Mentions (badge and a certificate) – one child from each class selected for an individual reason (learning, behaviour, attitude, attendance or simply being a super member of the class)
- ✓ Weekly Head of Primary Special Mention for contributions to school life
- ✓ Specific mention to parents
- ✓ Letters sent home to parents
- ✓ Postcards sent home
- ✓ Top Table for lunchtime behaviour and manners

Good to be Green – End of half-term event

At the end of every term, children who have successfully stayed within our school behaviour policy (or their own individual behaviour system) will be able to attend an activity selected by Pupil Forum members. Activities can range from an afternoon play session; a disco; afternoon tea etc.

To attend the end of half-term event, children should receive no more than **one amber** over the half-term.

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 prominently 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 – If a child is still not demonstrating behaviour that we expect in school



Red Circle – Children will move to red for more serious incidents or persistent amber behaviour.

Unacceptable Behaviour Hierarchy (KS2)
Behaviour is based on a choice and consequence

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 	Reminders: <ul style="list-style-type: none"> • 1st reminder – look and name the behaviour as a reminder • 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 • If behaviour continues, move child's name to Amber and follow Amber consequence procedure
Amber behaviours	Persistent 'think about it' behaviours <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 mins of their playtime. Class teacher to record behaviour on CPOMS.
Red behaviours	Persistent Amber behaviours (for the third time and continued in half term) <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 • <i>Rude or disrespectful remarks about race, cultures, religion, gender or sexuality.</i> • <i>Serious violence resulting in physical injury</i> • <i>Bullying others</i> <p><i>(these behaviours to be reported to MPA)</i></p>	<ul style="list-style-type: none"> • Swearing letter sent home • Child is sent to Key Stage Assistant Head at the earliest possible opportunity • Child misses lunchtime • Teacher to log behaviour on CPOMS • Parents to be informed of incident <p>Additional consequences decided by class teacher and SLT:</p> <ul style="list-style-type: none"> • Child will receive an internal exclusion – spend a lesson/morning/afternoon/full day in another classroom • Child may lose school privileges e.g. representing the school at external activities, prefect role etc • If this happens three times, the child will be placed on a behaviour report

Unacceptable Behaviour Hierarchy (KS1)
Behaviour is based on a choice and consequence

If I'm:

- talking when I'm supposed to be quiet...
- not doing what my teacher asks me...
- shouting and running inside the school...
- not looking after my classroom...
- not sharing things with other people...
- saying unkind things to other people...
- not listening in assembly...

Stage 1

- ...then I'll get a reminder
- ...then I might be told to move carpet spaces
- ...then I might be told to move tables
- ...then I might be told to have some time out.
- ...then I will be asked to move my name to the thinking space

If I:

- do any of the stage 1 things a lot...
- hurt somebody else on purpose...
- fight with other people...
- am rude to my teacher...
- throw things in the classroom...
- walk away from the teacher when they are trying to talk to me...

Stage 2

- ...then I will move my name to amber and miss 5 minutes of my playtime. My teacher will record this on CPOMS
 - ...then my teacher will need to tell the person that looks after me at home
- If I continue, or it happens more than once
- ...then I will miss 10 minutes of my playtime

If I:

- do any of the stage 2 things a lot...
- hurt someone badly or hurt an adult...
- bully somebody ...
- get really angry and cause a lot of damage...
- use inappropriate language...
- try and leave school when I'm not supposed to...

Stage 3

- ...then I will have to move my name to red. I will have to speak to KS1 Assistant Headteacher
 - ...then the class teacher will speak to the person who looks after me at home
 - ...then I will not be allowed to join in with my class and I might have to spend some time in another classroom
- If it happens more than once
- ...then I will have to speak to a member of SLT

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

Response Flowcharts

In order to ensure that all incidents in school are dealt with fairly and consistently we use the following response flowchart:

Response Flowchart 1 -dealing with classroom behaviour:

Quick Reminder – Reference to School Promises



**Scripted conversation from adult personalised option to support the behaviour
(child moves peg to 'thinking space')**



**If the behaviour continues, child moves their peg to amber (amber = 5 mins lost
break time with reflection time and restorative conversation)**



Incident recorded on child's Behaviour Monitoring Log

Response Flowchart 2 –dealing with more serious incidents

Ensure all children and adults are safe – does the child/children involved have a positive handling plan?



Additional adults to support where appropriate



Allow the children involved space and time to calm down

Minor incidents – outcome determined with by class teacher/adult at the time
Medium incidents- outcome determined by a member of SLT
Serious incidents- outcome determined by the Head of School



Use restorative practice script to debrief with the child/children



Record incident on CPOMS and behaviour log



Whoever deals with the incident to inform parents via telephone call, letter or invitation into school to discuss the incident, how it was dealt with and the consequence given (IBPs may be needed here)
A logical and relevant consequence is given (e.g. missing lunchtimes, missing break times, letters of apology, internal exclusion)

Dealing with Repeated Serious Incidents

When responding to unacceptable behaviour, children know and understand that we have a three strike system. A **warning** is always given in the first instance before the three strike system is put into place:

- **Strike one** –the incident is recorded on CPOMS. The child reports to the Head of Primary and parents are informed. A logical and relevant consequence may include a letter of apology, missing breaks/lunchtimes or working in another classroom, depending on the negative choice.

- **Strike two** - the incident is recorded on CPOMS. The child reports to the Head of Primary and parents are informed. At this point, an individual Behaviour Plan is put into place with a close partnership with the child, all teachers and parents. The child will also go on a behaviour report at this point. A logical and relevant consequence may include a letter of apology, missing breaks/lunchtimes or working in another classroom depending on the negative choice.
- **Strike three** - the incident is recorded on CPOMS. The child reports to the Head of Primary and parents are informed. A logical and relevant may include the child missing a class treat. An individual pupil risk assessment may be written and evaluated to determine if the child will be safe on upcoming class visits.
- **As part of our Health and Safety Policy for Educational Visits, any child who does not adhere to our behaviour policy (and therefore presents an unreasonable safety risk to themselves or others), will not be allowed to take part in the visit or residential.**

NB: For any child who uses inappropriate language or demonstrates aggressive verbal or physical behaviour, a formal letter will be sent to parents alongside the appropriate, logical consequence.

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 for Inclusion Team will be made to ensure that a child isn't 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 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.

Positive Handling

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

Positive handling is permitted on school premises and on authorised out-of-school activities. All physical intervention must be considered 'appropriate, reasonable and proportionate' to the individual situation. Staff will use a calm, measured approach throughout.

Positive handling includes:

- Supporting a pupil in moving to a safe environment in school
- Holding to support a pupil in calming down
- Lifting a smaller child
- Searching

The Primary Campus has a calm room for children to use to support them in calming down. This may avoid a serious incident from occurring or immediately after an incident has taken place. Two members of staff will be responsible for monitoring any child in this room, normally including a member of the Nurture team or SLT. 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 as 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 Team-Teach 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, are to be recorded in the Serious Incident Book.

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.