

POSITIVE BEHAVIOUR POLICY

Date	Review Date	Coordinator	Nominated Governor
06/21	06/23	Sophie Pollock	Lisa Wilson-Pooley

Code of Conduct

We believe in working together for excellence for all. We have six golden rules to help us to do this.

Be kind and helpful	Do not hurt people's feelings
Be gentle	Do not hurt anybody
Look after property	Do not waste or damage things
Listen to people and show respect	Do not interrupt or be rude
Work hard	Do not waste your or other people's time
Be honest	Do not cover up the truth

Promoting Good Behaviour

Our emphasis at Ramsbury School centres on the positive reinforcement of these Golden Rules.

Golden Time/Class rewards and incentives

Class R and 1 have a curriculum that is predominantly child initiated, they choose their own activities and have their own reward system.

Classes 2 and 3 work together towards 'Golden Time'. The children are awarded minutes for positive behaviour and then choose an activity to last as long as the amount of minutes they have collected.

Class 4, 5 and 6 are rewarded weekly at the class teacher's discretion. The children who have accrued the most house points that week are given a choice of reward for the whole class to enjoy.

The whole school community consistently promotes incentives and rewards. They operate on an individual basis as well as whole classes working together. The following incentives and rewards apply:

- Praise from all adults around the school
- SLT cards
- Team points/star of the week/stickers etc.

Procedure to follow if rules are broken in the classroom

Children have the right to learn and teachers have the right to teach. When a child has broken a golden rule, they will be given a chance to change their behaviour. This will be a **verbal warning**. If they choose not to regulate their behaviour, the procedure will continue. All children are aware of the Behaviour Policy and how it operates. This is done in PSHE and/or general class time.

In Reception the children use a system of being in the sun, to prepare the children for a levels system in Year 1. All the children's names are in the sun, but if they choose inappropriate behaviour, their name is removed. When the child chooses positive behaviour, their name is put back in to the sun.

A record is kept of any incidents that result in being removed from the sun.

The following 'levels' apply for Years 1-6. The levels can accumulate for repeatedly making the wrong choices. The levels reset at the end of each school day for KS2 and after lunch in KS1.

The warning that precedes the start of this procedure should be delivered clearly with the aim to redirect behaviour to a more positive approach (**away from a level 1**).

Between each stage, there needs to be active strategies employed to redirect the behaviour away from the next stage. For example:

- A conversation and some reflection time
- Remembering previous better behaviour
- Encouragement/what's wrong?
- Time to reflect and cool down
- Reseating

<p>Warning</p>	<p>Verbal reminder referring to the golden rule that has been broken and giving a reason. The child is given the opportunity to adjust their behaviour.</p>
<p>Level 1: Failure to act on a suitable warning</p>	<p>Child remains within the classroom. Examples of things to say include: Telling the child quietly/discreetly "You have chosen to ignore a warning and have received a level 1." This will be recorded.</p>
<p>Level 2: Failure to adjust behaviour following a level 1 OR more serious behaviour (Appendix 1).</p>	<p>The child will be moved to another area within the classroom (chair, table, 'time out' space) and told discreetly "Your behaviour is unacceptable." The child will be given a reflection sheet to fill in and complete to reflect on their behaviour. Time-out should be a maximum of 5-10 minutes and should be within the classroom. <i>Reflection sheets will be kept by the class teacher.</i></p>
<p>Level 3 AGGRESSIVE BEHAVIOUR OR Failure to adjust behaviour following a Level 2. (Appendix 2)</p>	<p>The child will be removed from the classroom and told "This behaviour is unacceptable. Your parents will be informed". The child will complete a reflection sheet. The child remains out of class for one session. <i>Reflection sheets will be kept by the class teacher.</i> Parent will be informed.</p>
<p>Level 4 SERIOUS INCIDENT OR Failure to adjust behaviour following a Level 3</p>	<p>Children who get to Level 4 because of a serious incident or because they have not responded at Level 3 and are still choosing not to manage their own behaviour, will be sent to the Head Teacher or SLT. They will stay with the Head Teacher for the rest of the session, or as the Head Teacher feels is appropriate. Their parents will be informed both by telephone and in writing. If three Level 4 letters are written in one term, this will normally result in an automatic one-day exclusion.</p>

Bullying is Peer on Peer abuse and will be dealt with separately as a safeguarding issue.

This does not affect the Head Teacher's right to take immediate action in the case of any serious incident.

The following actions should be followed consistently by all staff. A recurring issue will also be reviewed by SLT.

A record is kept by class teachers to monitor patterns over time. This information will be shared with parents at parents' evenings or (if necessary) in an arranged meeting **if there is a recurring issue with behaviour**. The Head Teacher can alter the consequence given, if considered to be appropriate.

Special Needs

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. Just as we support curricular SEND, we also support behavioural SEND. At the teacher's discretion or when a child displays long term or persistent challenging behaviour there may be alternative strategies put in place to help a child who cannot thrive within the existing policy. The age and key stage of the pupil must always guide any consequences or support. The child will be given appropriate strategies to help manage their behaviour.

These may include:

- Monitoring diary.
- An ABCC chart.
- "How is your engine running?" A tool used by the whole school to give children the language they need to communicate their feelings.
- Circle time.

Movement around the School

To ensure a continuation of good behaviour and safe movement around the building, the following procedures have been put in place:

- Children who are moving around the school in good order and following the golden rules will be rewarded with verbal praise/house points.

Playtime and Lunch Time Behaviour (including Rise and Shine and Fun club)

Following our Golden Rules, we expect our children to behave well at all times – both in the building and at playtimes. We believe it is important for children to see that playtime behaviour also plays a part in our Behaviour Policy and the above level system will apply. The teacher on duty will use their discretion to stop any games that are too rough.

Children must ask permission before they leave the play area during playtime.

Safe Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We:

- Create a calm environment that minimises the risk of incidents arising that might require using force
- De-escalate incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- May write risk assessments and positive handling for individual pupils. This will be kept by class teacher.
- **(See Appendix 3 – Local Authority Guidance 'Use of Reasonable Force').**

Safeguarding Children

We take our role as an agency of referral seriously and follow the LA's guidelines in this regard.

Written Statement of Behaviour Principles

The purpose of this statement is to provide guidance for the Head Teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

Principles:

- The governors believe that high standards of behaviour lie at the heart of a successful school that enables all:
 - its children to make the best possible progress in all aspects of their school life and work
 - staff to be able to teach and promote good learning without undue interruption or harassment.
- All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school. All peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". Peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in this school behaviour policy. We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.
- Ramsbury Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). To this end the school has a clear and comprehensive Anti-Bullying & Harassment Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.
- Ramsbury School acknowledges the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow peer on peer abuse procedures when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.
- Parents are encouraged and helped to support their children's education, just as the children are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.
- The School Rules are clearly stated in the Behaviour Policy. These set out expected standards of behaviour and are displayed throughout the school and shared with and explained to all children. The governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These are made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
- Sanctions for unacceptable / poor behaviour are known and understood by all staff and children and consistently applied. The full range of sanctions are clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied
- The governors must be satisfied, in all situations arising, that the measures proposed by the Head Teacher are lawful and that staff and children know that sanctions can be applied in these circumstances
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Appendix 1

Reflection sheet – Level 2

Name:

Class:

Too Low	Just right	Too High
What I did wrong:		

What I should have done:

Appendix 2

Reflection sheet – Level 3

Name:

Class:

Too Low	Just right	Too High
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What I did wrong:

What I should have done:

Appendix 3

Use of Reasonable Force - Guidance for Wiltshire Schools

Wiltshire Local Authority recommends that all Wiltshire maintained schools work in accordance with the DfE guidance for schools 'Use of Reasonable Force' (July 2013). This guidance is for schools and does not apply to other children's services. The guidance specifies when reasonable force can be used as follows:

- 'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for 2 main purposes – to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The guidance goes on to specify that schools can use reasonable force to:

- 'Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts'.

Every school's Behaviour Policy must include an explicit section on the use of reasonable force to control or restrain pupils. Schools should never seek to inhibit the ability of staff to use this power (i.e. use of reasonable force) by adopting a 'no contact' policy. Schools do not require parental consent to use force on a student.

The school has a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as possible after the incident (unless doing so would be likely to result in significant harm to the pupil) (statutory requirement).

Wiltshire schools should use the Behaviour Management/Physical Intervention School Incident Report and Investigation Form and send it to the Health and Safety Adviser for schools. The Wiltshire Health and Safety Team maintain the Local Authority record of reports to them of the use of force in schools.

The use of reasonable force does apply to pupils who display extreme behaviour in association with SEN or disabilities, but the judgement on whether to use reasonable force should not only depend on the circumstances of the case, but also on information and understanding of the needs of the pupil concerned.