



# **Roman Road Primary School Behaviour Policy**

**Reviewed July 2014  
Review Date September 2015**

Our school believes that children flourish best when their personal, social, cultural and emotional needs are met and there are clear and developmentally appropriate expectations for their behaviour. This policy supports developmental stages from EYFS (including Pre-School) through to KS2. We believe that children need to learn to consider the views, feelings, needs and rights, of others and how unacceptable behaviour affects other people. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

This behaviour policy reflects and supports the ethos of our school mission statement:

*"We will provide a warm, stimulating, secure, safe and happy environment which enables each child to reach his or her full potential and will ensure children take responsibility for their own learning and actions"*

In our Early Years setting we have a concern for the whole child and for his or her emotional, social, spiritual, physical and intellectual well being. The underlying philosophy is to move towards positive support and self-control and away from sanctions.

### Aims

We believe our provision is part of a wider community and our children have a variety of social skills and experiences which inform their styles of communication, interaction and learning. We believe children are at the heart of our school - that each and every child must be encouraged and supported to achieve their full potential and be happy and healthy learners.

This means that every child's aptitudes and interests, as well as their individuality, must be acknowledged so children can achieve their full potential.

### Supporting children to achieve their full potential we will:

- Create a positive and exciting environment where high standards of behaviour, tolerance and understanding are displayed by all.
- Know that children enter our setting with differing needs, at levels of ability and with differing previous experiences.
- We aim to ensure that the opportunities for learning offered in the foundation stage take these differences into account and acknowledge

equal opportunities for all children, regardless of gender, race creed or ability.

- Celebrate achievement so that all children have a high level of self-esteem. All children must experience success.
- Ensure active learning and risk taking is undertaken, yet still ensuring child safety.
- Have clear learning goals with children; evaluating and organising their own learning as well as being individual to their learning needs.
- Create an inclusive environment.
- Have a continued close partnership parents and of staff, as well as the wider school community working alongside other professionals in the best interest of the child.

### **Child Development Socially and Emotionally**

Young children learn how to interact socially by watching and imitating others. They learn acceptable and unacceptable kinds of behaviour. The examples set by adults, other children and siblings are the most powerful influences shaping a child's behaviour and personality. One way children learn is by copying what others do.

To promote positive behaviour we will at all times ensure:

- All adults are to be excellent consistent role model for children.
- All adults follow daily planned routines, gently explaining in advance where possible any changes in the day
- Provide stimulating age appropriate challenging activities
- Safety is promoted within the inside and outside environments, as well as on educational visits, at all times.
- Ensure that we work with parents, carers and other partnerships to promote positive behaviour and learning.
- That a reward system is applied when necessary to encourage positive behaviour.
- That clear guidance is given on rules and regulations.
- All children and adults are treated with respect at all times.
- That positive behaviour is promoted at all times.

### **Working with Parents**

We understand that as children go on to spend time in out-of-home settings parents continue to support their learning and development. Working alongside parents as our partners, at the start of each child's entry into our setting, we will discuss with parents about their child's interests, skills, abilities, and dispositions as well as personal, social and emotional needs as a starting point for new experiences.

Taking the child's stage of development and needs into account, where possible we explain and show the child our nursery rules. There are usually no more than 6 visual rules on display. The nursery rules are supported by photographs in the environment and modelled behaviour by adults.

We will also expect parents to sign our School Home Agreement supporting our Behaviour Policy and expectations.

### Our Rules:

Sharing, taking turns and playing kindly  
Use Ears for good listening  
Sitting nicely during group times  
Talking with quiet voice inside and louder outside  
Moving about safely inside and when outside  
Helping to keep our environment tidy and accessible

These rules may include all or some of the actions below, but are put into "child friendly" language.

### At the school we will work together to ensure that children and adults:

- Are polite and well mannered at all times.
- Ensure we do not push each other, we wait our turn and we always use gentle hands.
- We care for ourselves and others.
- We care for our property (clothes, shoes etc) and resources (toys).
- We are responsible for our own belongings. (children from the age of 4 years)
- Always walk when are inside to keep ourselves safe.
- We use photographs and peer modelling to encourage positive behaviour, for example good sitting and good listening.
- We can use loud voices outside, and soft voices inside!
- We take time to listen to others.
- We stop, look and listen when an adult talks to us.
- We indicate the time to "stop" and "listen" by shaking a tambourine or shaker inside and when outside.
- We use teeth to chew our food and talk.
- We use words that make our friends smile.
- We use gentle hands and feet

### Maintaining Positive Behaviour

Our emphasis should constantly be on praise.

We praise and reward positive behaviour by:

- Giving praise when working/playing alongside children.
- Encouraging self-esteem by sending the child to show their friends or another adult for acknowledgment and praise.
- When needed, positive rewards can be given to children in the form of placing a child's name on the "Happy Face".
- Sharing with parent or carers how well behaved and hardworking their children are.
- Sharing work/behaviour with Senior Leaders
- Placing well behaved children's names on "Star of the Day/Week Board"
- Make children feel valued
- Make it clear that it's the behaviour you don't like, not the child
- Emphasise the positive contributions that children make (Star of the activity, Star of the Day, Who earned it? etc)
- Celebrating the child's work by displaying original, photocopy or photograph

### Strategies for staff to use to avoid unwanted behaviour

- Maintain professional close relationships with the parents, discussing any changes in routine which may have occurred at home
- Listen to and hear what children are saying
- Take time to teach and remind the children the rules and routines we want to operate.
- To go over the rules regularly throughout the week, particularly after a child has been absent because of prolonged sickness or holiday.
- Staff to be always consistent and fair in expectations
- To show and train the children how to collect and return any equipment/resources used - how to look after the classroom environment
- Give clear instructions and think about how you use your voice
- Establish good working relationships with the children - be seen to be fair but firm in your decision making
- Realise that not all behaviour is designed to annoy
- Ignore inappropriate behaviour whenever possible
- Attempt to defuse situations rather than confront
- Discuss the behaviour/action with the child and provide a way to 'put things right'
- look at what may be **rewarding** the child's negative behaviour
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- Regularly review and discuss children who are causing concern
- Keep and maintain records of behavioural incidents
- Review the room environment /organisation and change it if necessary
- Vary classroom resources
- Share good behaviour/work with other children/staff/senior leaders/parents
- Give responsibility to children e.g. taking messages, being monitors to encourage children
- Take time to demonstrate that the child's contributions are valued

### Children with Special Educational Needs

We expect all children within our nursery to follow the Nursery Rules. As much as possible, we want to keep children with special educational needs within the Code of Conduct. However, this will be more difficult for some children at different times.

Children with behavioural difficulties with individual behaviour plans, plus on the SEN Register may:

- Need more support during transitional or busy times of the day, such as tidy up time, lunch time and when outdoors.
- Need to be shown pictorial resources which explain the days' events.
- Be observed to record patterns of behaviour.
- Have parents/carers meetings with the SENCO to discuss progress and further ways in which we can support their child.
- Have targets for improved behaviour on their BSP.

Children who have a full Statement of Special Educational Needs (EHC) may need the Code of Conduct to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school day and be unable to meet expectations without additional support. Practical ideas include individual planning and regular meetings with parent, child and staff to review situations.

A formal meeting must take place each half term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: Setting targets.

### Lunchtime Behaviour

Following our Rules, we expect both adults and children to behave well at all times - both inside of the building and out.

- We believe it is important to show children that good behaviour is expected in every part of our daily routine.
- We understand some children find transitional periods during the day difficult.
- If children do not understand, these times should be explained and the children should be shown pictorial representation to help them understand the events which are about to take place.
- All children should be treated with sensitivity and care at all times.

In our setting the adults will use calm, appropriate voices at all times and lunchtime. When needed we REPEAT, REMIND and REMODEL.

At lunchtime all children are supported, but we encourage independence for our children by asking them to:

- Wash and dry their hands.
- To walk to the dinner hall
- To take a tray and select what they would like to eat
- To take cutlery
- To visit the salad bar
- To sit down and use cutlery appropriately.
- To talk with their friends using inside voice
- Children are to scrape their plates when finished.
- To wait in a designated area until an adult take you out.
- Wash hands after they have finished lunch.

### Physical Restraint

Physical restraint is used only rarely, and only under the following circumstances:

- A child is endangering him/herself
- A child is endangering another child
- External hazards are endangering a child

Physical restraint must always be considered a last resort, and carried out only by those trained in the procedures with the absolute minimum force necessary to protect pupils. Physical restraint is used to:

- Support a vulnerable child
- Enable a child to feel safe
- Prevent a child from engaging a hazardous activity

## Dealing with Unacceptable Behaviour

### Sanctions

An essential part of our behaviour management lies in the fact that a child (depending of age and stage of development) knows sanctions will be imposed for unacceptable behaviour. Sanctions have been structured to ensure that children can be encouraged and supported in improving subsequent behaviour. The principles upon which sanctions are based are that they should be:

- The minimum necessary
- Immediate and short lived
- Consistent
- Children are given 3 opportunities to show appropriate behaviour.
- In the unlikely situation of continuing unwanted behaviour children go to an "thinking time" with an adult to reflect on issues that may have arisen for no longer than 3 minutes (children aged 40-60mths of age)
- Child's name placed on sad face (children in Reception)
- Focused upon the act not the child
- Expectations are understood by the child
- Delivered in a calm way
- Accompanied by a model of acceptable behaviour
- Not humiliating to the child or the adult
- Avoided where possible
- Sufficiently disagreeable to discourage a repetition
- Involving parents were deemed appropriate

Before giving any sanctions staff must:

- Reflect on why the situation has happened
- Be fair, consistent and calm
- Look at the child's behaviour was the child 'bored'
- Never be angry - act it!
- Make it clear that once the incident is over, the rest of the day begins new and fresh
- Get the child's name of the "Sad Face" as soon as possible
- Children will not be humiliated in any way -there is no 'naughty chair' or 'naughty child'.

The majority of unacceptable behaviour is discouraged thorough a verbal warning by the child's key worker and the parent is always kept informed. In the interest of the child's safety and well being, all adults in nursery have an equal right to remind children of the nursery rules.



### Monitoring and Recording Behaviour in reception class

Children who continue to display inappropriate behaviour, (Children over the age of 3) will be observed to find out the reason behind the behaviour noting any particular patterns in behaviour or things which may have contributed towards the behaviour. The observations will be shared with parents.

Ongoing regular incidents particularly in reception class are recorded in the Behaviour Book, using a coded system. (See Behaviour Codes -Appendix 1) A code will be given for the behaviour, date and signed by the person who has dealt with the incident. Parents will be informed at the end of the session.

When there are 3 incidents recorded in the Behaviour Book, a meeting involving the child, parents and key staff or teacher will take place.

Working alongside the parent, the child is set short, manageable and achievable targets.

It is intended that the continual access to positive reinforcement and positive role-models will counteract the negative aspects of the sanction system by encouraging children to choose to work for positive acknowledgement of their efforts during the day.

### Behaviour management for the under 3's

When children under 3 years of age behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting.

Staffs are to remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. Listed below are some of the most common behavioural issues with younger children and some strategies:

### Biting

Biting is a common behaviour in young children between the ages of 14 months to two and a half years of age. Most biting occurs in toddlers, who have little or limited language, but usually stops as language and social skills develop.

If a child bites:

Staff must comfort and take care of the child who has been bitten, in a "low-key" calm way. (The biter may not realise how much it hurts).

Tell the bitten child:

***"That must be sore let's get a cold cloth".***

***To the biter, say in a firm, but gentle voice, "It's not OK to bite, biting hurts". "If you want to bite you can bite a cracker or a toy, but I can't let you bite Billy".***

Encourage the biter to "make amends" in some way:

- Help get a cold cloth or teddy to comfort the bitten child.
- Do not insist on "sorry" unless the biter genuinely wants to do so.
- Support the bitten child to say "No, don't do that Billy" and ask for a soft touch or hug
- Adult to model hug/soft touch.
- Adult to record the incident

### Tantrums

Tantrums are part of normal developmental behaviour for children aged 1 - 3 and over. They are not really 'naughty' or used deliberately by the child.

For staff working with under 3's, here are some common causes for tantrums:

- Frustration, often due to limited language skills
- Separation anxiety
- Lacking the skills to complete tasks, for example getting stuck with a jumper half-way on, or a piece of puzzle that won't fit.
- Being hungry or tired
- Wanting things they can't have - one or more of something, or a friend's toy.
- Wanting independence - To walk, not ride in the buggy, to choose own clothes, or to brush own teeth.
- Over-stimulation - common during exciting events like parties or Christmas.
- Attention seeking - if previous tantrums got lots of attention, this can become a pattern as child grows.
- Emotional overload - when trying to cope

### How to deal with Tantrums

- Staff must remain calm
- Find underlying cause -communication with parent/carer
- Focus on building a strong relationship attachment with the child to provide security
- Staff to provide happy, safe and secure environment
- To identify what is really bothering the child will help you to handle the situation quickly and effectively.
- To be gentle, soothing and reassuring towards the child
- To give the child a choice if having a tantrum over a toy/food/clothing etc

### In the nursery (3-4 years of age)

Rudeness, hitting others, shouting out, hurtful remarks and non-cooperative play are all viewed as unacceptable behaviour.

The nursery teachers work on developing social skills, encouraging co-operation, sharing, taking turns and good manners, constantly reinforcing good behaviour, explaining what is not acceptable and giving children, if inappropriate behaviour continues a 'thinking time' of no more than 3 minutes is given so the child can reflect on their action.

### In Reception class (4-5 years of age)

When incidents arise in the classroom teachers will listen to the children involved and remind children of rules. Teachers will encourage children to co-operate, share, take turns and explain what is not acceptable. If inappropriate behaviour continues a 'thinking time' of no more than 5 minutes is given so the child can reflect on their action.

### Playground Sanctions

Incidents arising in the playground will be dealt with similarly to the indoor classroom sanctions. Staff will explain what is not acceptable and give the children 'thinking-time' to reflect on their actions. If a child continues to behave in an inappropriate way, the incidents will be recorded in a Behaviour Book using the behaviour codes. The class teacher will discuss the matter with the child's parents requesting that parents/carers talk to their children about the seriousness and consequence of continued poor behaviour.

The child will also be sent to the Deputy Head, Assistant Head who will discuss the offence with the child.

**If poor behaviour continues, the matter will be immediately referred to the Head teacher who will call in parents to discuss our expectations for their children.**

If monitoring of incidents shows that poor behaviour is occurring during lunchtimes, parents will be warned that they may be asked to take their children home at this time.

### **The Role of Playtime and Lunchtime Supervisors**

At lunchtime, supervision is carried out by a team of assistants who maintain order in the playground and grass areas. Usually this consists of reminding children of the standard of behaviour expected. This usually takes the heat out of the situation. All situations will be different, and appropriate strategies will depend on the individual child concerned, the situation, previous experience and perhaps other factors.

In the playground, minor incidents should be discussed with the children involved straight away. If a child is upset/angry, we should try 'STOP' ... wait ...calm down ... discuss ... carry on'.

When a child is physically hurt by another, a genuine apology should be made following discussion. **Merely to say "sorry" is not enough.** It is important to try to find out why an incident has occurred and to listen to all the children involved, to establish the causes, and find ways of avoiding them in the future.

For all other incidents, playtime and lunchtime supervisors will give children 'thinking time'.

However, bullying and racist incidents are a very serious form of misbehaviour and are always unacceptable. The 'victim' in these cases should be given time and support to overcome the fear caused by bullying and racist behaviour, and the parents of these children will be contacted to explain the situation.

All staff need to be aware of those children in school who have extreme behavioural problems, so this can be borne in mind when dealing with incidents involving these children. Such children need additional support and sensitivity of approach.

Playtime and lunchtime assistants must be treated with the respect expected by all adults at Roman Road School. Verbal or physical abuse will not be tolerated.

**If there is pattern of persistent or serious misbehaviour by a child at lunchtime, parents will be informed of the danger of the child being excluded from the premises at lunchtime for a fixed time. If this behaviour continues, this may be followed, if necessary, by permanent exclusion.**

### **Dealing with Bullying and Racist behaviour**

- All incidents must be addressed thoroughly and sensitively, with consideration of the following:
- Children should be encouraged to immediately report any incident of what bullying they witness. They must be reassured that what they say will be taken seriously and handled carefully;
- Staff must inform a senior member of staff if they witness an incident of bullying involving children within the setting;
- If a child tells a member of staff that they are being bullied, staff must ensure that the child will be given the time to explain what has happened and reassured that they were right to tell;
- The child who has been the victim of bullying should be helped and supported by the staff team. They should be kept under close supervision and staff must check on their welfare regularly.
- The child who has been identified as displaying bullying behaviour should be encouraged to discuss their behaviour and think through the consequences of their actions. Where appropriate, they should be encouraged to talk through the incident with the other child concerned.
- A member of staff must inform the parent of all children *involved in a bullying incident at the earliest possibly opportunity. If appropriate, the relevant staff member should facilitate a meeting between the relevant parent/carers. At all times, staff should handle such incidents with care and sensitivity.*

### **Procedures for Dealing with Exceptional Circumstances**

Unfortunately there may be extreme occasions when a child is completely unwilling to co-operate to improve behaviour. In the event of this happening, the following steps will be taken

- A verbal warning will be given
- Recording of incidents in a Behaviour Book
- The child will be offered space alone in the classroom
- The child will be sent to the Deputy Head, Assistant Head who will discuss the offence with the child and phone parents/carers

### **Policy and Procedure**

- Accurate records help demonstrate that staff have exercised a duty of care.
- Records offer protection to staff and proof that they have followed agreed procedures.
- Maintaining Records also shows repetitive behaviour in a child
- Staff must record any incidents involving children's behaviour that impacts on another child/group, themselves or where an injury has been received because of a child's behaviour, on Accident or Incident Report Form

### **Parents and discipline**

Parents can help and support us by:

- By recognising that for our Foundation Stage Behaviour policy to be effective requires close partnership between parents, staff and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with nursery
- By knowing that learning and development cannot take place without fair, sound discipline

### **Monitoring Of Behaviour Book**

Monitoring of Foundation Stage Behaviour Book will be carried out by the Early Years Leader or in the absence, by the SENCO on a weekly basis.

## AIMS YEAR 1 -6

- All members of the school community will aim to encourage the children to develop high standards of behaviour and establish in them a sense of self-respect, reliability, responsibility and independence.
- We emphasise the value of positive behaviour management throughout the school. The staff, parents and children share a collective responsibility for behaviour management and school rules need to be applied and followed consistently. Any problems need to be dealt with in a caring and sympathetic manner.
- The Behaviour Policy is designed to provide a constructive and positive working environment for everyone within the school community and is based on mutual respect for others and their property.
- We aim to encourage children to respect the feelings, needs, interests and opinions of other people and to develop a positive attitude towards everyone involved in the life of the school.

### **To achieve these aims we:-**

Provide a system of assertive discipline throughout the school, which the parents and staff recognise as consistent and fair.

This system to:-

- Incorporate clear rewards and consequences, based on clear sets of rules
- Stress the importance of positive recognition especially in encouraging children to choose appropriate and reasonable behaviour.
- Recognise that most children can behave and those that do not either choose not to, or have not been taught.
- Be actively taught in school, not simply expected.
- Establish a safe, orderly environment where children and adults feel secure and valued.
- Adopt teaching and classroom management styles, which ensure children feel both supported and motivated in their learning and begin to take more responsibility for themselves

- Keep parents well informed and work with them to develop common strategies for managing behaviour.  
Support those children with challenging behaviour and take responsibility for repairing and rebuilding positive working relationships when they break down.

## THE DISCIPLINE PLAN

### RULES

It is important to let children know exactly what behaviour is expected of them through clear sets of class and school rules.

The Roman Road Rules, displayed throughout the school, form the basis of rules in different areas of the school and are reflected in the school Code of Conduct. These are communicated to and discussed with the children at regular intervals during the year. They are reviewed once a year.

At the beginning of each academic year the children are given the opportunity to help devise the classroom rules. These should be limited in number, be observable and apply throughout the school day. They should be based on the Roman Road Rules. The need for rules and the rules themselves are discussed and taught. They are then displayed and revisited when necessary but at least once a term.

The school rules and procedures have been drawn up for different areas of the school.

**A brief Description of Rewards and Consequences is given below. For a complete guide to these please see appendix 1**

### REWARDS

Positive recognition should be the most active part of the discipline plan, used to encourage appropriate behaviour, establish positive relationships and increase student self-esteem. "Pupils appear to achieve more and to behave better when teachers commend their successes and emphasize their potential rather than focusing on their shortcomings," (OFSTED 1993, para.26).



Good behaviour in the form of a positive attitude to school, caring attitude towards peers or achievement in work will be rewarded with positive rewards  
These are as follows

Reward 1 results in the child's name being circled on reward chart

Reward 2 results in the child's name being circled on the reward chart

Reward 3 results in a reward 3 certificates being sent home to parents

Reward 4 results in the child being sent to a senior teacher who sends a reward 4 certificate home to parents

Reward results in the child being sent to the Head Teacher, who sends home a reward 5 certificate and the child get his/her picture in the newsletter.

We have weekly Well Done Assembly. Pupils with no consequences (Perfect behaviour) at the end of each term will have special activity time

## CONSEQUENCES

Inappropriate behaviour needs to be dealt with calmly and quickly. For each set of rules there is a clear hierarchy of consequences, which children receive should they choose to disregard the school or classroom rules. The consequence system is the direct opposite of the rewards system

Consequence 1 - results in name being circled on consequence sheet

Consequence 2 -results in name being circled on consequence sheet, time out in class

Consequence 3 results in the child have ten minutes time out in partner class and a letter sent home to parents by the class teacher

Consequence 4 -results I the child having 15 minutes time out in a senior, member of staff's class and a letter being sent home by a senior member of staff

Consequence 5- results in the child being sent to the Leadership Team. The child remains out of class for the remainder of the day (or session) and the Leadership Team writes a letter home to parents.

**Important:** Adults must be careful not to over-use the consequences. If a child moves rapidly and frequently through the consequences for minor infringements, they will soon become meaningless to that child. Teachers must continue to use a variety of strategies for dealing with poor behaviour whilst remaining consistent and firm in their approach. Note that repeated incidents of the same or similar minor infringements become an ever more serious matter and should be dealt with as such.

**EXTREME CONSEQUENCES.** In cases of severe misbehaviour the child loses the right to proceed through the hierarchy of consequences.

If they are in the classroom, they will be removed immediately and sent with an Extreme Consequence sheet to the Leadership Team or Head teacher (or senior teacher in charge, if both the Head and Deputy are out).

If they are in the playground, children are sent to the staff room; where a senior member of staff will speak them.

All incidents will be investigated in a fair and thorough way. Both sides of the story should be heard and a solution to the problem agreed upon. A letter will go home to parents/ carers automatically and some form of acknowledgement or reply will be expected.

Examples of severe behaviour are: - physical violence towards another person (including hitting back); threatening behaviour including verbal bullying (see Anti-Bullying Policy); outright defiance or rudeness towards a member of staff; racism and vandalism.

If incidents occur outside school with our pupils regarding bullying or serious incidents of Mis- behaviour the school may deal with these directly or by informing external agencies.

All information regarding incidents which have led to extreme consequences, including action taken, warnings given and letters sent will be kept in the 'Extreme Consequences File' in the Office and will be referred back to if further action needs to be taken. A copy of the letter is kept in the class consequence file and it is the job of the class teacher to check that the letter is responded to. Behaviour leading to extreme consequences is also tracked on Excel on a weekly basis.

### **PEER MEDIATION/ PLAYGROUND BUDDIES**

We think it is important for the pupils to develop the skills for resolving their own conflicts. We train school buddies to help pupils in KS1 to play together and we train peer mediators to help pupils to resolve conflicts together in KS2.

### **PHSE/CIRCLE TIME**

Circle Time/PHSE takes place in every classroom regularly.

Through Circle Time/PHSE we aim to encourage class cohesion; to develop social communication and friendship skills and to develop the children's sense of responsibility towards others

### ***SEN***

It is recognised that there will always be some children whose behaviour is more challenging and who will not necessarily respond to the school discipline plan. For

these children normal procedures will need to be supplemented with Individual Behaviour Support Plans developed in consultation with the class teacher, SENCO, child and parent. If teachers feel it is appropriate, they should allocate playground buddies to children on a BSP.

If a child is at risk of exclusion for their behaviour, a Pastoral Support Programme will be drawn up by the SENCO and in consultation with the class teacher, the pupil and their parents. This will state clearly what the child's targets are; the route to exclusion if some of these targets are not achieved and a detailed reward and support programme for avoiding exclusion.

If particular groups of children are not responding to the school discipline plan, the behaviour lead, Support Teacher (BSS) SENCO or another named teacher will work with them on a regular basis over a period of weeks to develop their social and/or conflict resolution skills.

Those pupils we are most concerned about will be referred for the appropriate interventions (outside agencies) the progress made by the child is monitored and tracked through our reward and consequence procedures.

The class teacher/SENCO to review the child's BSP or PSP accordingly. Targeted pupils are discussed at termly ECM meetings and at Leadership Meetings.

## **PARTNERSHIP WITH PARENTS OR CARERS**

It is vital that the school works in close partnership with the parents or carers on behaviour.

As part of our admissions procedures parents or carers are asked to sign a 'home-school agreement' and school rules and guidelines are published and available for parents to take home.

Good work and behaviour certificates and 'quick notes' may be sent home to inform parents or carers of their children's progress. There are parent's evenings in the Autumn and Spring terms.

Parents and class teachers have the opportunity to talk about children at the end of every day, either informally in the playground or by appointment in the school.

Parents or carers will be informed by the class teacher in writing if a child goes to consequence 3 or 4 in class. They will be informed by Leadership Team or senior teacher in writing if a child goes to consequence 5.

Children on the SEN register for behaviour will have a review once a term to which parents may be invited. A new Behaviour Support Plan will be drawn up and children and parents will be asked to sign it. As far as possible the school aims to work with parents and carers to develop common strategies for managing behaviour.

## APPENDIX 1

### **Roman Road Behaviour Procedure 2014**

It is very important that at Roman Road we concentrate on learning and teaching. Children come to school to learn and teachers to teach. To allow both to do this we have high standards and expectation of behaviour.

Good work, effort and behaviour need to be rewarded. Where behaviour and attitude to work and other members of the school community is not acceptable there will be consequences.

Both reward and consequences will be consistent through the school. This will make sure that children know where they stand (i.e. when they will be rewarded and when there will be consequences).

Below is summary of the school's behaviour procedure. Please read through it and then sign the attached slip so that we know that you are aware of the new procedures.

If you are unclear about anything please see the class teacher. If you need further clarification please make an appointment to see the Head Teacher.

#### **Rewards**

In the coming year we will make every effort to reward positive behaviour, outstanding effort and good work.

In order to do this we will have a 'reward' system' in every class. Rewards will run from 1-5 and a record of these will be kept by the class teacher. When children reach rewards 3, 4 and 5 parents and carers will be informed. Below are the key stages for the rewards system.

**Classroom rewards in hierarchy:**

**Reward 1** - Write child's name on rewards chart on wall and circle 1.

**Reward 2** - Write child's name on rewards chart on wall and circle 2.

**Reward 3** - Write child's name on rewards chart on wall and circle 3. Complete a Rewards 3 bronze certificate to send home.

**Reward 4** - Write child's name on Reward chart on wall and circle 4. Send to partner teacher who completes Reward 4 silver certificate to send home

**Reward 5** - Write child's name on Reward chart on wall and circle 5. Send to Head Teacher or Assistant Head Teacher team who completes Reward 5 certificate and child receives prize.

We have weekly Well Done Assembly. Pupils with no consequences (Perfect behaviour) at the end of each term will have special activity time

**Consequences**

When children behave in an inappropriate way and break the class / School rules the class teacher will follow the consequence system this is a mirror image of the rewards system.

Children will be given a warning between each stage of the consequence system and told that their behaviour is unacceptable. If the poor behaviour continues the child will gradually go through the consequence system.

When they reach consequence 3 and 4 they will be sent letters home. If they reach consequence 5 a letter will be sent home by the Leadership Team and appointment will be made to see the parent and carer of the child. This is so we can work together to find a solution to the problem

For extreme behaviour such as fighting, endangering the safety of other or extreme disrespect an immediate move to consequence 3, 4 or 5 may be necessary.

Below is each stage of the consequence system for inappropriate behaviour.

**Consequence Procedure in the Classroom**

**First Warning**

**Consequence 1** - Write child's name on Consequence chart on wall and circle 1.  
Second Warning

**Consequence 2** - Isolation in class. Child to sit at time out table in class away from the other children but still is part of lesson. Child to return to group after 5 minutes. Circle 2 on chart.

Third Warning

**Consequence 3** - Sent with yellow form and work to other class. Circle 3 on Chart. Child returns to class after 10 minutes. Letter to be sent home by class Teacher. Class teacher to follow up reply from parent the next day.

Fourth Warning

**Consequence 4** - Sent with yellow form and work to Phase Leader. Circle 4 on chart.

Child returns to class after 15 minutes. Letter to be sent home by Phase Leader. To follow up reply from parent the next day/ SMT give copy of letter to

Fifth Warning

**Consequence 5** - Sent with yellow form and work to a member of the Leadership Team on duty. Circle 5 on chart. Member of the Leadership Team to send letter home and make appointment to see parents.

### Consequence procedure in the playground.

Warning and discuss play.

**Consequence 1:** Child stands by the wall for 1 minute. Child then returns to play.

**Consequence 2:** Yellow card - Adult discusses the incident and explains the reason(s) for reaching Consequence 2. Adult hand child a yellow card and child stand next the wall for 5 minutes. After 5 minutes the child returns the card to the adult and resumes play.

**Consequence 3:** Yellow card - Adult discusses the incident and explains the reason(s) for reaching Consequence 2. Adult hand child a yellow card and child stand next the wall for another 5 minutes. After 5 minutes the child returns the card to the adult and resumes play. The child is warned.

**Consequence 4:** Yellow card - Adult discusses the incident and explains the reason(s) for reaching Consequence. Adult hand child a yellow card and child stand next the wall for 10 minutes. After 10 minutes the child returns the card to the adult and resumes play.

**Consequence 5:** Adult completes a lilac/purple form explaining the incident.

The child is sent with a lilac form to the learning mentor who deals with incident if possible .If not she refers to member of The Leadership Team who is on duty.

Please sign the slip below so we at Roman Road know you have had a chance to read through the new procedure.

.....  
I have read through and understand the new rewards/behaviour system at Roman Road Primary School.

Name of parent\_\_\_\_\_ Class of Child\_\_\_\_\_  
Date\_\_\_\_\_

**APPENDIX 2**

**Behaviour Codes**

1. Disruptive during a) group time b) lunch time c) carpet session d) outside e) during activity
2. Ignoring and not listening
3. Throwing things .....
4. Defacing / destroying books or property including their own
5. Answering back / arguing
6. Swearing
7. Verbal abuse .....
8. Disrupting (a) other children's play
9. Offensive behaviour
10. Unwanted physical contact
11. (a) Fighting (b) kicking (c) punching
12. Physical abuse / threatening behaviour..... \*
13. Bullying \*
14. Stealing \*
15. Racist comments \*\*
16. Poor attitude / refusal to allow adults to deal with a situation
17. Complete disregard for rules, no matter how many times they have been warned \*

\* -----staff member to be involved

\*\*

Appendix 3

**Monitoring Behaviour**

		ANTECEDENTS		BEHAVIOUR	CONSEQUENCES	COMMUNICATION
Child's Name	Day & Time	What was happening before	What did the child do? Behaviour code Appendix 1	Adult Response	What was the child trying to achieve?	



ROMAN ROAD PRIMARY SCHOOL BEHAVIOUR POLICY


This policy was agreed and adopted at the meeting of the Governing Body of ..... Roman Road Primary School held on *date*:

This policy will be formally reviewed on date:

Signed

Date

Name

Chair of Governing Body