



Behaviour Policy

Rationale

The most important element of developing and maintaining the behaviour that we want from children comes through the relationships that we form with them. Children want to know that we like them and respect them, so developing excellent relationships in the first few weeks, which we develop and grow across the year and throughout their time at Russell Hall is vital. At Russell Hall, we devote time during transition and in the first few weeks in a new class, to getting to know as much about our children as we can. We take an interest in their home lives, families, hobbies and skills. We respect what children have to say and we try to reflect the interests of our children in what we do in the classroom and through extra-curricular provision so that they feel valued and have a sense of belonging.

Staff at Russell Hall start every day with a 'Meet and Greet', where we welcome children into the classroom at the door. We say 'good morning' and we use children's names to greet them. We ask children how they are or comment and ask questions about things we know matter in their lives.

Staff at Russell Hall Primary School operate a positive discipline approach in order to establish and develop relationships with children. Within this relationship, children must understand that there are clear boundaries, which we must all adhere to in order for school to run smoothly and be a harmonious place.

Positive Discipline Basic provision - guidance for staff

Positive discipline is a whole school approach to the management of behaviour. It encompasses the whole school day including break times. Rules are few in number and are very clear. Each class uses the school rules as a basis for their own class rules. It is expected that these are on display in all classrooms and revisited regularly. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the programme as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

- Use praise more often than reprimands by at least 3 to 1.
- Praise the behaviour of every child every day.
- Catch them when they are following a rule and praise the behaviour.
- Always praise two children first who are following a rule before warning another pupil.
- When you praise be specific about what they are doing right.
- Use the reward systems effectively to promote good behaviour.
- Never take back a reward.
- Make your praise varied, sincere and if appropriate accompanied by eye contact and touch. (eg. A hand on the shoulder)
- Give clear instructions. Say to pupils "The instruction is...." "You will...." "Listen to my instructions first then do them....."

- Use a child's name prior to giving an instruction **if** they need to be cued in.
- Pupils have a clear choice of following a rule or not. Therefore if they don't follow a rule they have chosen the consequence.
- Reinforce positive language e.g. 'Remember to walk' instead of 'Stop running'
- Children need to understand that every choice has a consequence. Tell children 'If you choose to do the work, that would be fantastic and this will happen... If you choose not to do the work, then this will happen... I'll leave you to make the decision.'
- Reinforce rules with children as a reminder of what they should be doing 'What's our rule about talking when the teacher's talking?'
- Stay calm, remember the distinction between a raised voice and shouting.
- Never use argumentative language; you are the model for the pupil to base their responses on.
- Often, children who struggle with following instructions, have language difficulties of some kind, so cutting the amount of language down helps.
 - 'Paul, chair, 4 legs, thank you'
 - 'Tariq, pencil, down, thank you'
 - 'Mariam, Velcro, leave, thank you.'

All classes follow the above basic provision to maintain good relationships and a positive atmosphere within school.

Rewards

Positive behaviour is reinforced both verbally and through the use of rewards. Rewards are linked to school rules, class rules and the school's 'Learning Muscles'. Through rewarding positive behaviour and establishing learning behaviour we seek to encourage the children in developing a thirst for learning. Each Year group from 1-6 will focus on a particular Learning Muscle for the whole year and children will work towards earning a Learning Muscle Badge in the colour of their year group. By the time that they leave Russell Hall at the end of Y6 we hope that all children will have earned six badges, one for each of the learning muscles.

Year 1 – Red – Collaboration

Year 2 – Orange – Curiosity

Year 3 – Yellow – Perseverance

Year 4 – Green – Resourcefulness

Year 5 – Blue – Respect

Year 6 – Purple - Reflectiveness

With the exception of Nursery and the Reception, all classes will use the class Dojo system. This is a visual reward system where the children can earn points in each lesson. Staff are able to add and edit the positive points on the Dojo system according to the needs in their class and to reflect the school and class rules and the 'learning muscles'.

Classes will also have a Positive Affirmation Board. This will display examples of desirable behaviour and children who go 'Over and Above' will have their names displayed on the board. Staff will be explicit about why children have achieved a place on the board so that other children understand what kinds of behaviour they should be striving for.

Nursery – Staff in the Early Years understand that praise and rewards need to be instant and clear. Therefore we develop positive behaviour through the use of personalised stickers which will give a brief explanation of the positive behaviour observed. This enables parents/carers to support school as they are able to reinforce the praise when they see the sticker.

Reception – Will continue with the sticker system until the Spring Term. At this point the Class Dojo will be introduced. The class teacher will introduce the reward system to the children and will use the Dojo rewards alongside stickers.

Consequences

At Russell Hall, giving children consequences for their behaviour is built on the principle that sanctions should not humiliate, they should be quiet words of disappointment.

When children misbehave adults will speak to children without emotion, remaining calm at all times. Sanctions should take a stepped approach.

1. Reminder – this should be **verbal** and should just be between adult and child. eg. A quiet word in a child's ear. It should be quick and simple, reminding children of a rule that they are breaking.
2. Caution – this should be **verbal** and should be between adult and child but may contain a little more information. eg. I don't like your behaviour, it is disrupting the learning of others. Remember yesterday when you worked really hard in Maths and earned a dojo? That's what I need to see today.
3. Last chance - this should be **verbal** and should be between adult and child but it should be made clear that the child will be required to 'pay back' time that they have wasted. This should be short and immediate, eg. 2 minutes after class
4. Time out – this stage may be used where a child needs time to cool down or time away from the situation. If children go to another class, it should be for no more than 5 minutes (eg. back of the room or another class).

Teachers should have their own method of recording when they have issued any of the above in a day, eg. On their marking sheet they may write the child's initials and how many verbal warnings they have been given.

5. Where a child's behaviour has interrupted learning to the point that work has not been sufficiently completed, then this work should go home. This should be explained to children and to the adult who picks the child up (or via dojo). A slip should be attached to the work that is being sent so that the reason for the child completing the work at home is clear. At this stage, the incident should be recorded on CPOMS.

6. Repair (restorative conversation). This is a vital part of teaching children about where they went wrong and what they could do differently next time. Without this stage, children's behaviour is unlikely to improve.

Restorative conversations should take place when:

- trust has been broken
- behaviour has gone below the minimum standard
- tempers have frayed
- manners have disappeared and things have been said that should not have been said.

More information about Restorative conversations can be found in the appendix.

Where a child fails to modify their behaviour through the normal channels, as outlined above, a meeting with parents would be held to discuss the next steps.

This may be a differentiation of the whole school system, giving the child particular targets to work on, strategies for adults to use to support the child or referral to the Learning Mentor to work on something in particular that a child is struggling with.

Should the child not make progress with a differentiated approach, adults involved would consider what range the child's behaviour fell into and whether they would need to be added to the SEN register. It may be that external services would be accessed to support pupil, staff and parents.

Please refer to the School's SEN Local Offer and SEN policy for details of further support for children who have Behaviour Difficulties which are defined as a Special Educational Need.

School rules apply at all times during the school day. All members of staff are able to award Dojo points to children displaying positive behaviour. At break and lunch times the members of staff on duty will carry tokens which will indicate a Dojo point is to be awarded in class, thus reinforcing that high levels of behaviour are expected at all times.

Celebration Assembly

- From each Class the teacher will choose 1 child each week who has shown exceptional learning behaviour. This child will be honoured in the assembly on Friday. Their name and the reason that they have been honoured will be written in the Honours Book. The child's parent will be invited to attend the assembly.
- The Attendance trophy is awarded to the class with the highest attendance in the previous week. A class with 100% attendance will receive a special treat.

Serious Behaviour

On occasion it may arise that a pupil's behaviour is deemed to be severe. This is in agreement with either the Headteacher/Deputy. If a teacher considers a pupil's behaviour to be severe because they are refusing

to comply with an instruction, the pupil should be isolated within class and an adult sent to the Headteacher/Deputy to request them to come to class. If the Headteacher/Deputy deems the behaviour severe, the child will be brought to the office to discuss the incident and will receive a letter home informing parents of the behaviour.

Where necessary, further support will be gained e.g. Educational Psychologist. In addition to this, relevant staff will also be provided with the appropriate training e.g. TEAM TEACH.

Racism, extreme violence, proven theft, proven bullying, biting, spitting at another child, open defiance to an adult and swearing at an adult are all considered severe behaviour. Other behaviours are deemed serious at the combined discretion of SMT and class teacher.

In some circumstances it may be necessary for the Headteacher to exclude a pupil. This may take the form of Internal exclusion, fixed term exclusion or permanent exclusion. These incidents are rare and are usually extreme circumstances.

A decision to exclude a pupil **permanently** would only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Appendix 1

School Rules

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be safe**

Appendix 2

Learning Muscles



Collaboration



Curiosity



Perseverance



Respect



Resourcefulness



Reflective

Appendix 3

Restorative Conversations

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Examples of restorative questions:

What happened?

What were you thinking at the time?

What have you thought since?

How did the people make you feel?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?