

# ROKEBY PARK PRIMARY SCHOOL



## Behaviour Policy

Reviewed: February 2018  
Next review: February 2019

Rokeby Park Primary School  
Gershwin Avenue  
Hull  
HU4 7NJ  
Tel: 01482 508915  
Email: [admin@rokeby.hull.sch.uk](mailto:admin@rokeby.hull.sch.uk)

*(Reference may also be made to Anti-Bullying Policy, Safeguarding Policy, Single Equality Policy and Exclusion Policy)*

### **Inclusion Team**

**Mrs. C. Smith - Head Teacher**  
**Miss R. East - Deputy Head Teacher**  
**Miss V. Chapman - Inclusion Lead**  
**Mrs. S. Chaytor - Safeguarding Officer**  
**Miss M. Ball - Safeguarding Officer**  
**Mrs. J. Clark - Emotional Literacy Support Assistant (ELSA)**

### **The Positive Approach to Behaviour Management**

#### **Aims and Objectives**

It is a primary aim of our school to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community with values which are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting positive relationships, so that people can work together allowing the 'business of learning' to be the main purpose throughout the school. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We treat **all** children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **How the policy operates**

##### **Rewards**

Rewards include positive oral remarks and consistent praise for good behaviour. Responsibilities may be given to reward good behaviour such as being leader in the line. Class teachers may run additional merit systems in their class. There is an 'Aim to be the best you can be' display in each classroom, which helps to reinforce the school's philosophy. Achievements including good behaviour are celebrated in Special Mention Assembly each Friday when children are presented with certificates.

##### **Rewards may include:**

- Use of praise
- Stickers or certificates
- Dojos and a class Dojo trophy
- Telephone call/letters/notes home to parents/carers
- Discussions after/before school with parents/carers
- Specific reward programmes for individual children if needed
- Termly reward for all children who have been in Red on less than six occasions.

## **Dojos**

Each child in Reception to Y6 has their own individual Dojo character which can be displayed in class on the interactive whiteboard. Children can achieve Dojo points for good behaviour, showing kindness to others, working hard, reading at home, moving sensibly around the school, being polite and good work etc. These points are assigned to the child's character. During the whole school assembly on a Friday, the Dojo points for each class are viewed and the class with the highest number of Dojo positive points become the proud winners of the school's Dojo trophy.

## **Green behaviour and traffic lights**

All staff have high expectations regarding pupils' behaviour. All staff are consistent and persistent in ensuring children understand what green behaviour should look like and use the same positive corrective language to ensure that the child understands how to correct their behaviour.

Examples of positive language used by staff:

- To be in green you need to ...
- You are showing green sitting, listening, walking, talking, etc.
- To be in green we ...

## **Behaviour Aims**

The school makes sure that the children are aware of what green behaviour looks like by having the school behaviour aims displayed around the school. Green behaviour should look like this:

1. To be safe and allow others to be safe.
2. To respect all people and property.
3. To work hard and allow others to work hard.

Examples of children showing Green behaviour and following the behaviour aims would be if they show respect for themselves and others, walk quietly in the school, look after all property, show good manners and are kind, caring and helpful to each other. Positive reinforcement is used to ensure children know they are doing the right thing.

Traffic lights are used in every classroom as a visual tool to indicate levels of behaviour for each child. Please see Appendix 2 (Behaviour Pathway).

Any child, who struggles to consistently correct their own behaviour, and follow the school behaviour aims, will be identified by class teachers as needing more tailored support, separate from the whole school behaviour policy. The teacher will work in conjunction with the Inclusion Lead, parents and child to create a Multi - Element Plan (MEP).

The plan involves:

- Observing the child to identify triggers.
- Identifying and overcoming stressors for the child.
- Adapting the environment / provision to allow the child to succeed.
- Ensuring that the child has appropriate interventions in place to remove barriers to learning.
- Ensure that **every** incident is followed up with a positive debrief, carried out by the members of staff involved.

## **CPOMs**

CPOMs is a whole school system for monitoring child protection, behaviour and safeguarding. CPOMs works alongside a school's existing safeguarding and behaviour processes and is used as a means to effectively track and monitor incidents and patterns of behaviour. Incidents of Red behaviour will be logged on CPOMs, as well as more serious occurrences. The Headteacher, Deputy Head Teacher and Inclusion Lead will monitor CPOMs regularly. If a child has more than three incidents recorded in a half term then parents/carers will be contacted and invited to a behaviour support meeting in school. This will take place with the Inclusion Lead and class teacher and will also involve a discussion with the child.

## **Sanctions and consequences**

We employ sanctions to ensure a safe and positive learning environment. Each sanction is applied appropriately to individual situations.

- We expect children to listen carefully to instructions in lessons. Traffic lights and Dojos are referred to.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class or on the playground they are warned they are not showing green behaviour. All staff have an array of agreed behaviour strategies including missing 5 minutes of break.
- If a child threatens, hurts or bullies another child a member of staff will record the incident. A circle will be held between all parties to resolve the conflict, learn from the experience and say what actions they will do in the future. During the circle children are given the opportunity to discuss the incident and how any issues can be resolved in an acceptable way.

## **The role of the staff**

All teachers have a duty of care to the children in our classrooms and cannot relinquish responsibility to support staff. It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner. If necessary, staff will liaise with the Headteacher, Deputy Head, Inclusion Lead and Child Protection Co-ordinators to discuss concerns regarding behaviour and involve parent/carers/external agencies. All incidents involving injury must be reported on the official documentation, and on CPOMs, and given to the admin office.

Staff have the **responsibility** to:

- model respectful and courteous behaviour at all times
- understand and implement the behaviour policy rigorously and consistently
- establish positive relationships with the children
- use corrective language to promote and encourage appropriate behaviour.
- ensure that the school environment is kept neat, tidy and secure
- consistently apply the school's behaviour policies and procedures
- document inappropriate behaviour on CPOMs
- record any conversations with parents/carers in the 'Parent Communication Logs'
- report any serious incidents of misbehaviour to the Inclusion Team
- ensure that all appropriate adults are aware, and on board with, the needs of the children within their class
- understand that low-level disruption is likely caused by failure to implement the policy accurately within classes.
- ensure that all lessons are well planned, with appropriate differentiation to meet all children's needs
- share progress, targets and strategies with parents regularly

Staff have the **right** to:

- respect, courtesy and honesty
- teach in a safe, secure and clean environment
- support and guidance from the Inclusion Team
- cooperation and support from parents
- 

### **The role of the children**

At Rokeby Park Primary we expect children to:

- Be trustworthy individuals, who understand the effect of their own actions and can make decisions about their own behaviour.
- Show respect, kindness and consideration to others.
- Understand that unacceptable behaviours have consequences.
- Understand that the right behaviours bring rewards.
- Work hard and commit themselves to their learning

At Rokeby Park we would like children to:

- Develop a high self-regard and a positive self-image.
- Have a positive view of their school and make a positive contribution to the life of the school.
- Understand that society is made-up of people with many differences – race, gender, age, disability or culture, and behave in their community without prejudice.

### **Risk assessment at the time of incident**

Physical intervention is discouraged and should not be undertaken unless the member of staff feels confident in the intervention and has assessed the risk. The initial response should be to identify potential harm to persons and to consider control measures to deal with the danger. This includes danger to:

- the individual presenting the challenging behaviour;
- other pupils;
- any staff involved/other staff;
- self

Any staff member, who has had to use positive handling strategies on a child, must create a Positive Handling Plan (PHP) and a Multi - Element Plan (MEP) to plan for future situations.

Both the PHP and MEP will be shared and discussed with parents initially, and then evaluated on a half - termly basis. Each plan **must** be followed by any member of staff within the classroom, in order to make the necessary arrangements to allow the child to succeed.

### **Recording, reporting and repair**

It is vital that any incident of bullying or unacceptable behaviour is logged on CPOMs. The records should include:

- the name(s) of the pupils involved;
- the name(s) of all staff involved including witnesses
- when and where the incident occurred;
- details of the incident including what was said, duration;

- pupils' responses and outcomes of the incident;
- details of any injuries including marks to the skin;
- details of damage to property
- A positive debrief must take place after each incident with the child and staff members involved.

All incidents involving a separate serious behaviour incident or control and restraint must also be recorded on CPOMs.

### **Strategies for dealing with difficult behaviour**

- appropriate use of voice in terms of pace, volume and tone;
- adjustment of body position to ensure minimum threat to the child and maximum safety for staff (generally a sideways stance);
- facial expression and eye contact is positive and calming;
- appropriate use of humour;
- making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further;
- seeking help from other staff to diffuse the situation – time out to cool down;
- seeking other staff to witness and assist in the recording of the incident whenever possible.

Pupils should not be sent to work in another classroom as a form of punishment for inappropriate behaviour. All staff should work with the child to turn behaviour around.

Help from outside agencies will be sought where appropriate such as: The Whitehouse Pupil Referral Unit (this may involve outreach support or children attending the unit for a fixed period of time), an Educational Psychologist, Ganton/Northcott Outreach Service or Tweendykes Outreach Service.

### **Peer on peer abuse**

At Rokeby Park we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. There are many forms of abuse which may occur between peers, including:

- all forms of bullying
- coercion
- assaults of any nature
- exploitation

These behaviours will not be tolerated. Action will be taken to ensure that any form of abuse / harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm, with full consideration taken to the impact of the child's emotions, mental health and well-being.

- If a child has been harmed, is in immediate danger or at risk of harm, basic safeguarding principles apply and advice should be sought from with Humberside Police and Hull City Council EHasH.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with in accordance with the school's Anti - Bullying Policy.

- Where there is no risk of significant harm, parents of all of the children concerned will be contacted and informed of the nature of the incident. Appropriate sanctions, as outlined in this policy, will be applied.

### **Fixed-term and permanent exclusions**

The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, they will inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the management group.

The school will inform the parents/carers how to make any such appeal.

The Headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

When an appeals panel meets to consider exclusion, they will consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the LA appeals panel decides that a child should be reinstated, the Headteacher will comply with this ruling.

In the absence of the Headteacher, the Deputy Headteacher has the powers to exclude a pupil for the reasons above; this will be in consultation with the Headteacher or Chair of Governors.

### **Behaviour outside school**

The school's behaviour aims are applicable at all times including incidents that occur outside the normal school day.

This applies to incidents of poor behaviour that may occur outside school and may also lead to repercussions within school the following day. These may result in an exclusion from school.

### **Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff**

If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

### **Monitoring and review**

The Headteacher and Inclusion Lead will monitor the effectiveness of the Behaviour Policy on a regular basis. The Headteacher will also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher will keep a record of any child who is excluded for a fixed-term, or who is permanently excluded.

### **Review**

This policy will be reviewed annually.

Reviewed: February 2018 by C Smith and V Chapman

Next review date: February 2019

### **Positive Debrief**

A team review / debrief between all involved parties should take place as soon as practicable after the event. This should involve the young person who should be given the opportunity to express their feelings about the experience of the restraint (as appropriate).

The child's plan should be updated as necessary and any specific requests from the young person considered and incorporated as appropriate. The post incident debrief should be used to reflect on practice and influence future practice. The child's PHP and MEP should be amended as necessary.

The positive debrief should focus on addressing the root cause of the behaviour, what damage the behaviour has done and how to repair the damage. When done successfully, it's used to develop mutual respect, empathy, consideration, emotional intelligence, intrinsic motivation and taking responsibility. This is done using the following key questions:

#### **1) What happened?**

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage the objective is for the pupil to feel understood and heard.

- Listen (use facial gestures and body language, and small words e.g. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)
- Ask questions if necessary
- Check if you understand properly (do you mean...?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.
- If what the pupil is saying isn't an accurate reflection of the truth ask inquisitive questions and check understanding: 'are you saying that this happened?'

#### **2) How were you feeling? What did you need?**

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it.

- Suggest feelings and needs if necessary
- Respond with empathetic body language and facial expressions.

#### **3) What happened after your behaviour?**

The objective at this stage is to identify the natural consequence of the behaviour. This stage is fundamental for children to start to assess whether this behaviour is working for them but it is often lost once punishments and getting told off take place because they are distracted by a fight or flight response or resentment.

- Listen
- Ask questions
- Check understanding

#### **4) Who else was involved? What do you think were their feelings and needs?**

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in stage one will directly impact how well the pupil will be able to empathise with others now.

- Listen
- Use the needs and feelings card
- Ask questions
- Make suggestions if necessary

#### **5) Who else was affected by this behaviour who was not directly involved in the incident?**

What do you think their feelings and needs are? This question is about understanding how the behaviour effects people not directly involved with the incident, for example the rest of the class, the teaching staff, the rest of the school, the head teacher and parents. Often the pupil won't have considered how their behaviour has impacted people outside of the incident.

#### **6) What have you learnt and what will you do differently next time?**

This is an opportunity to work with the pupil to find strategies moving forwards for them to meet their needs in a way that will also be respectful of other people needs. If there doesn't seem to be an easy solution, for example they are bored in maths and they have rejected all ideas about they could make it more fun for themselves, revert back to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone involved one step closer to meeting their needs whilst improving communication, understanding and empathy for one another

- Listen
- Ask questions
- Check understanding
- Summarise

#### **7) How can you repair the damage?**

Giving the responsibility to the pupil to correct their behaviour is arguable far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment etc. deters them from doing it again without the need for a punishment; it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.

Rokeby Park Behaviour Pathway

