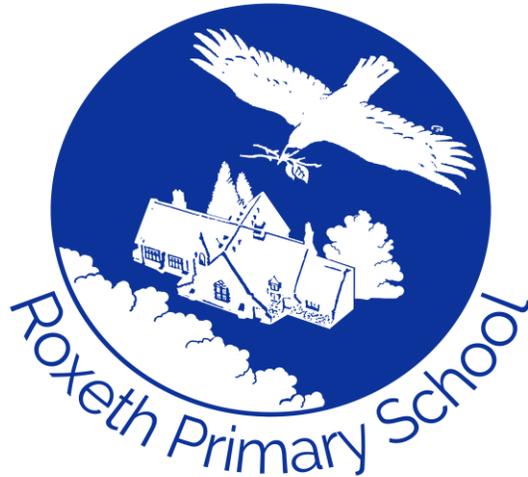


# ROXETH PRIMARY SCHOOL



## BEHAVIOUR POLICY

*Revised April 2021*

## *OUR MISSION STATEMENT*

*learning together, making progress, achieving goals*

## Aims:

The purpose of this policy is to create and maintain a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best.

We believe that high-quality teaching promotes effective learning and excellent behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future. We adopt a zero-tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

At Roxeth, we value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Roxeth Primary School has attained **Gold Award** standard on the UNICEF's Rights Respecting Schools Award (RRSA) which helps schools to use the United Nations Convention on the Rights of the Child (UNCRC) as the school's values framework. As a whole school community, we speak about our values, our rights and how we respect them. This approach enhances pupils' understanding of the consequences of individual and group actions on the rights of others locally and globally. It also serves as the basis for a shared vision, which runs like a thread through all aspects of school life, and which promotes positive environments, positive relationships and good learning.

We follow the principles of the RRSA by adhering to the school's Golden Charter:

### **Our Golden Charter**

**We have the right to an education.**

*We respect this right by working hard.*

(Article 28)

**We have the right to play.**

*We respect this right by being a kind friend.*

(Article 31)

**We have the right to a clean environment.**

*We respect this right by looking after our school.*

(Article 24)

**We have the right to be listened to.**

*We respect this right by telling an adult if a problem becomes big.*

(Article 12)

**We have the right to feel safe.**

*We respect this right by not fighting or arguing with others.*

(Article 19)

Every pupil and member of staff uses the Golden Charter to further promote these values. The class charters are clearly displayed in each classroom as a reference to how we at Roxeth should behave.

## Encouraging and promoting desirable behaviour:

As staff we will endeavour to:

- Act as positive role models;
- Never shout at children;
- Offer guidance to children including praise and encouragement;
- Encourage and show appreciation of children who act as positive role models;
- Provide positive criticism with encouraging comments written on children's learning;
- Encourage children to discuss difficulties and help them to make the right choices;
- Use programme of studies from the PSHE Association which includes; Circle Time, Worry Box, Pupil Voice and RSE lesson to promote mutual respect, self- discipline and social responsibility;
- Use achievement assemblies to promote good work, good attitude and good behaviour;
- Set a 'Values' based education. The children will learn about a value every month e.g. resilience during assemblies and circle time. One child per month from each class will receive a certificate for demonstrating that value. These values are also linked to British Values E.g. Democracy.
- Have a positive relationship with parents as partners.

## Reward systems used at Roxeth School to promote positive learning and behaviours:

### Golden Stars

- (Reception to Year 3) for following the Golden Charter
- Children from Reception to Year 2 will receive a prize once they have achieved 10 stars
- Children in Year 3 will receive a prize once they have achieved 20 stars

### Raffle tickets

- Children in Years 4-6 will receive raffle tickets for following the Golden Charter
- A prize draw will be made weekly

### House points

- Whole school
- The house system will involve 5 houses with 2 house captains (from Year 6) for each house.
- The children will be put into houses at the beginning of their time at Roxeth and it will not be dependent on sibling's house.
- The winning house with the most points at the end of each term will receive the house cup and a group individual reward for every member of that house e.g. trip to the park or film.

### Postcard

- Every half term a postcard will be sent via post from the class teacher to celebrate a child's progress or achievement in terms of behaviour and learning.

### Responsibility incentives

- Year 6 will have the opportunity to become house captains, sports captains, school librarians.
- All classes from Year 1 to Year 6 will have a Rights Ranger and Digital Leader.

### Class rewards

- Each teacher may set other reward systems within their classroom to suit the requirements of the pupils in that class e.g. table points and dojo points.

### Record of Achievement

- Every child to have their own Record of Achievement booklet that will continue throughout their time at Roxeth through each year group
- Each positive behaviour or excellent progress or achievement will be recognised and a sticker will be added to their booklet by the class teacher
- After 30 stickers the Bronze Award is achieved = certificate during celebratory assembly
- After 60 stickers the Silver Award is achieved = certificate and silver star during celebratory assembly
- After 100 stickers the Gold Award is achieved = certificate and Gold star during celebratory assembly. A Golden trip will also be arranged at the end of the year to celebrate these achievements
- After 200 stickers the Platinum Award is achieved = Certificate and a place in the role of honour book.

### Value certificates

- Each month the school will focus on a certain value e.g. determination and tolerance. This is done on a 2-year cycle. Value of the month certificates are presented to one child per class, per month for displaying the qualities that make up the corresponding value.

As staff we will be given training to effectively manage behaviour from staff at Roxeth, experts within Harrow including educational psychology team and other professionals. This training will include:

- Training on behaviour management; via John Lyon and internal.
- Positive reinforcement strategies;
- Use of assertive behaviour techniques and circle time training.
- Opportunities to observe in other colleagues throughout the school when appropriate.

### **Sanctions for undesirable behaviours**

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our Golden Charter. Sanctions will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

To sanction undesirable behaviour, we will have a list of all sanctions used at Roxeth in our classrooms and around school. These can be seen in the classroom thermometers in each class. The sanctions at Roxeth are, in ascending order of severity: (Appendix 1)

### ***Thermometers***

Staff will follow these procedures beginning with the informal classroom procedures to encourage children to change their behaviour by making different and more positive choices. However, children may enter this thermometer at different stages dependent on the severity of their behaviour. For example; think sheets can also be given to reflect upon more severe behaviours such as fighting, swearing and incidents of racial or homophobic abuse. These must be filed in the behaviour folder to keep a

record of the behaviours. The SENCO will collect these folders every term to record incidences of poor choices and offer support to those pupils if necessary. It is vital that all staff commit to this policy and keep senior management informed of any ongoing issues within their classroom, before senior management support is requested.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Golden Charter. Individual strategies and reasonable adjustments will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies or referral to our SEN consultant, our Local Authority Educational Psychologist, School Counselling Service, CAMHS or Behaviour Support (at Harrow Tuition Service).

Parents/carers will be continually informed and involved in managing their child's behaviour issues in school. It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child or a Pastoral Support Plan (PSP) if the child is at risk of exclusion. Our SEN consultant can provide support for parents with their children's behaviour at home; appointments can be made through the SENCO.

#### **Lunchtime expectations:**

Children at Roxeth are expected to treat the SMSAs with the same respect as other adults in the school environment. The following steps sanctions will be taken for undesirable behaviours:

- Discussion with SMSA;
- Sent to timeout;
- Sent to see lead SMSA;
- Sent to SLT on duty (inside or outside) – follow thermometer procedures;
- Feedback given to teacher (if necessary).

#### **Links with home:**

At Roxeth we believe in working in partnership with parents/carers so that they are able to support the school in promoting excellent behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote excellent behaviour in school and are able to participate in their children's education by having two-way communication with the school.

This information is shared:

- By our Home School Agreement (when the child joins the school)
- Information on the School website [www.roxethschoolharrow.org](http://www.roxethschoolharrow.org);
- In newsletters and awards which are sent home;
- In the procedures as laid out in this policy which explains the behaviour system, and associated rewards and sanctions;
- Through their involvement in regular meetings, IEPs and CAF meetings where appropriate.

This policy has been agreed in consultation with staff, children and governors and reflects the values and principles we consider to be important in the school.

Revised & Agreed by the Governing Body April 2021

To be reviewed in 2023

Related Policies:

- Anti-Bullying Policy
- Drugs Policy
- Equality and Diversity Policy
- Complaints Procedure
- Safeguarding policy
- Home School Agreement

Appendices: Stages may be bypassed during a serious incident.

EYFS



**High level sanctions:**

- Permanent exclusion
- Temporary exclusion
- Internal exclusion

**Senior management:**

- Put on report
- Telephone call home
- Sent to the head teacher
- Sent to a senior member of staff
- Sent to a TLR member of staff

**Formal Classroom procedures:**

- 3rd warning, 10 minute time out or loss of break time with teacher or TA + informal conversation with parents
- 2nd warning + 5 minute 'time out' area or 5 minute loss of break time with class teacher (or TA if teacher is on duty)
- 1<sup>st</sup> warning (e.g. child's name put on sad face)

**Informal Classroom procedures:**

- Verbal reminder of behaviour expectation.
- Ignore undesirable behaviour and praise those making good choices
- Non-verbal warnings.



**High Level Sanctions:**

Permanent exclusion

Temporary exclusion

Internal exclusion

**Senior Management:**

Meeting with parents and Headteacher/DH

Telephone call home - Formal

Sent to the Headteacher/DH

Sent to a senior member of staff PL/TLR

Sent to a parallel class for a lesson

Miss next whole break and Golden time

**FROM THIS STAGE YOUR PARENTS/CARERS  
WILL BE INFORMED!**

**Formal Procedures:**

**3rd warning** – miss all break and complete  
'Think Sheet'

**2nd warning** - miss 10 minutes break at  
'time out' area (inside/outside) + 5  
minutes of Golden time

**1st warning** – 5 minute 'time out' area  
(inside/outside) at break time

**Informal Procedures:**

Verbal warning

Offered a choice to improve  
Ignore undesirable behaviour  
and praise those making  
good choices

Non-verbal warning



High level sanctions:

Permanent exclusion

Temporary exclusion

Internal exclusion

Senior management:

Put on report

Meeting with parents and

Headteacher/DH

Telephone call home - Formal

Sent to the Headteacher/DH

Sent to a senior member of staff PL/TLR

Sent to a parallel class for a lesson

Continued loss of break/lunchtime

**FROM THIS STAGE YOUR PARENTS/CARERS  
WILL BE INFORMED!**

Formal procedures:

3rd warning – miss all break/lunchtime

2nd warning for 10 mins + 'Think sheet'  
to be completed at break time 5 or 10  
minutes

1st warning + 5 minute 'time out' area  
or a loss of Golden Time

Minutes

Informal procedures:

Verbal warning

Offered a choice to improve  
Ignore undesirable behaviour and  
praise those making good choices

Non-verbal warning