

Rectory Farm Primary School



Policy Title Behaviour Policy

Adopted: September 2022

For Review: September 2023

1. Introduction – School Ethos

At Rectory Farm Primary **we hold an unconditional positive regard for children and high expectations** for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

All adults in school should be good role models to children and be enablers of positive behaviour. Staff at Rectory Farm Primary share an understanding of the language and consistent approaches we use to manage children's behaviour. Through focused teaching and consistent approaches, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their behaviours.

2. What are the aims of this Policy?

- 2.1 To make clear the ethos and expectations of behaviour that are expected at Rectory Farm Primary.
- 2.2 To provide guidance on the systems and processes to use when managing behaviour to ensure a consistent approach – in particular about the **Routines, Responses and Relationships** in our school.

3. School Vision, Values and Rules

Working together as a school community to achieve educational excellence for all.

Caterpillar Values



Rectory Farm Primary School



Our Caterpillar Values guide us through daily life at Rectory Farm.

We strive for all members of the school community to display these values at all times:

- We show **compassion** for others
- We are **conscientious** in our approach to learning
- We **communicate** by listening respectfully and speaking confidently and clearly
- We show **courage** in making the right choices
- We try our best to be **creative** in our approaches to solving problems and thinking of new ideas
- We all work together to support our school and the wider **community**
- We treat others **courteously**

School Rules

At Rectory Farm Primary, we have the following simple and clear rules that apply to all members of the school community:

1. **We are kind.**
2. **We try our best.**
3. **We are honest.**

4. Expectations of the school community:

Headteacher, and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To provide training, guidance and support for staff.
- To intervene with Behaviour Management at Level 2 and 3.

All Staff and Governors

- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To have high expectations of children and be consistent in applying rewards and consequences.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communicating regularly between home and school.

Class based Staff (Teachers and Teaching Assistants)

- To support children with additional needs to succeed in class.
- To lead interventions to support children's emotional and behavioural needs.
- To develop a positive approach across the school towards the use of safe spaces.

Rectory Farm Primary School

To support internal suspensions and the reintegration from fixed term suspensions.



Pupils

To know and follow the School Rules.

To attend school regularly and on time, with the correct equipment and uniform.

To take responsibility for their own actions and behaviour.

To understand how their behaviour can have positive or negative effects on others.

Parents

To work with the school to ensure that their child behaves positively.

To ensure that pupils come to school regularly, on time and with the appropriate equipment.

To support the development of positive home/school partnerships.

Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.

5. Curriculum and Teaching

At Rectory Farm Primary, we understand the importance of providing an engaging and challenging curriculum that meets the needs of all pupils. We believe that well-planned learning experiences and an effective learning environment play their part in reducing unwanted.

Circle time and the PHSE curriculum (Jigsaw) is used as part of the curriculum to develop children's interpersonal skills, strengthen relationships and build their self-confidence. Protective Behaviours knowledge and skills are embedded across the school to support child to understand themselves and how to keep themselves safe. Online safety lessons are taught in every year group.

Appendices A, B and C are included to support adults with expectations and recording of behaviour.

6. Rewards and Consequences

At Rectory Farm Primary, we have a clear set of rewards and consequences which are designed to encourage positive behaviour and to deter unwanted behaviour.

Appendices A & B lay out these rewards and consequences which are used across school and adapted depending on the age of children.

7. Levels of Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands (these are explained further in Appendix B under 'consequences':

| Level of Behaviour | Definition | How is this dealt with? |
|---|---|--|
| Level 1: Low level | Low level disruption in classroom or around school. | By all class-based staff in using classroom behaviour management techniques and systems. All lunchtime and breaktime staff on duty. |
| Level 2: Consistent/significant disruption | Either consistent low level disruption or a one-off incident of more significance. | By class-based staff alongside Phase Leaders in school & parents. Supported by Phase Leader as first layer of support, followed by SLT. |
| Level 3: Extreme | Consistent significant disruption or unsafe behaviour. | Executive Headteacher, Deputy Headteacher, SLT & Parents |

8. Reflecting on and Recording Behaviour

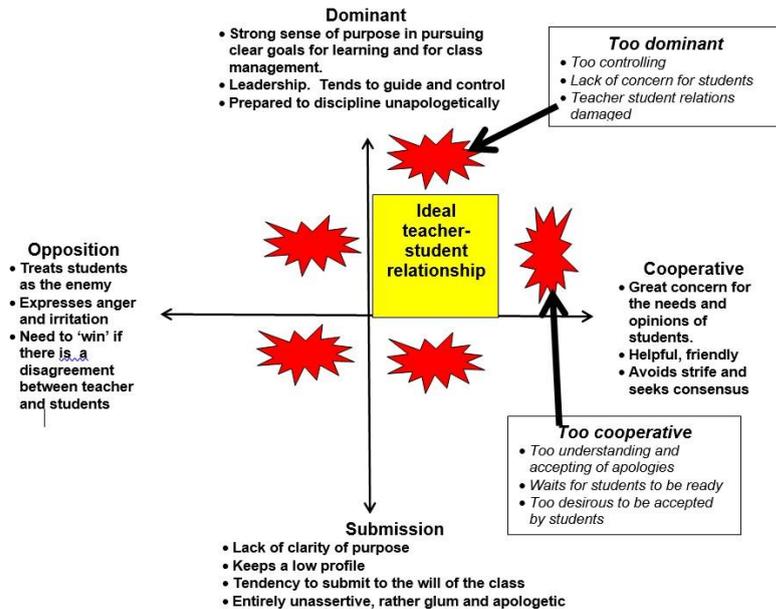
Logging a child's behaviour is completed in a way that the staff member involved is able to reflect on the antecedent/s, the behaviour displayed and the consequences given for the child. This process of reflection using the ABC model aims to understand what can be improved for the child, and to unpick what the child's behaviour is communicating. For children who frequently have behaviours recorded, a weekly meeting with senior leaders will be held to discuss the patterns of behaviour recorded, the provision in place and next steps. Children are routinely asked to reflect on their choices, both positive and negative and how they might improve. This reflection by the child is always done when a child is regulated so that if they need to repair a situation they are emotionally able to respond positively.

9. Routines

Establishing well-organised and practice routines is an essential part of achieving good order in the classroom and around school. At the beginning of each year and term, time is spent in classrooms clarifying and teaching explicitly the different routines that children are expected to follow. As and when new routines are required as the curriculum changes (such as residential trips, swimming, performances), these routines should also be taught explicitly and children should be given opportunities to practise.

10. Relationships

The Ideal teacher-student relationship



Healthy, teacher-student relationships are an essential element of developing good behaviour in the school and we use the following model as a guide for staff to evaluate where relationships are with the classes they teach (Source: [Geoff Petty – Evidence-Based Classroom Management and Discipline](#))

11. Support systems for individual pupil need

From time to time, some children may display challenging behaviour which may require more individualised intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage and parents will be notified and kept informed of how these are being effective. Children requiring significant additional and individualised support with behaviour will be supported through a Positive Handling Plan and Risk Assessment which identifies support strategies and targets. Further details of which can be found in the RFPS Physical Intervention Policy.

12. Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to that behaviour management



is consistent throughout school. Staff having difficulties should speak to a senior leader in the first instance for guidance and support. Supervision is available to staff as required.

13. Support systems for parents

Rectory Farm Primary School has an open-door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The Family Support Worker available to work with families and make links with other agencies where necessary.

14. Positive Environment to Support Behaviour

Every classroom at Rectory Farm Primary School seeks to support and encourage children's positive behaviour. Each class has a display which emphasises great behaviour as well as serving as a reminder of consequences when the rules are not adhered to repeatedly.

15. Monitoring and Review of Behaviour

All behaviour incidents are logged on the school's Arbor system. Those with a safeguarding concern are also logged on My Concern, which is overseen by the DSLs. All behaviour is monitored on a daily basis by senior leaders and discussed at weekly SLT meetings. Behaviour reviews are carried out in conjunction with safeguarding concerns, special educational needs and incidents of physical intervention. Racist incidents, bullying or sexualise behaviour peer on peer abuse allegations are required to be recorded on a specialist form to ensure full investigation is carried out and trends can be mapped. Behaviour management will be under constant review throughout the school on a class and individual basis. This document is freely available on the school website and will be reviewed on an annual basis.

Signed

Headteacher

Chair of Governors

Date.....

Date.....

Appendix A – Praise and Rewards

At Rectory Farm Primary we use the following strategies to praise and reward children.

- **Smiles, praise and encouraging words**
- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you _____ for looking this way” “Thank you ___ for your maturity” etc.
- **Proximity praise** - we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise** which can be far more effective than several negative calls.

Behaviour Display Chart

Every classroom has a behaviour display with a peg for each child in the class. The primary focus of the chart is to promote and recognise positive learning behaviours, values and attitudes. A child’s peg is moved at any point in the day to reflect their behaviour. This also supports children to recognise if they are ‘ready to learn’.

Staff actively seek out positive behaviours that reflect the school’s Caterpillar Values so that children can move up the rainbow.

Children are expected to be in the ‘ready to learn’ section. Some children need support to achieve this readiness to learn and may have an individual learning plan which identifies appropriate strategies the child can use to regulate. We foster a culture of ‘repair’, asking children ‘How can you to get back into the green?’

The bottom sections of the chart are aimed at reminding children of the consequences for poor behaviour choices (missing a bit of breaktime), or repeated poor choices (parent contacted). Teaching assistants are expected to move the pegs during lessons to support both the teacher and the children in a positive way. The best examples of this are when it is achieved in a non-verbal manner.

At the end of each lesson pegs are reset to allow children a fresh start. Any behaviour that results in a peg moving below green is recorded on Arbor.





Star of the Week

Every week, a child is chosen from each class by their teacher to receive the Star of the Week award in achievement assembly on Friday. Star of the Week's parents are invited to Celebration Assembly. The Star of the Week should be written to reflect the individual child's strengths. This may reflect the school values but should also be specific to the child with personal references to their achievements. The other children in the class contribute to the certificate so that the celebration is a shared experience. (see appendix F for example)

Celebration Assembly (every Friday)

Celebration Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.

Celebration Assembly will include celebration of the following:

- Star of the Week
- Sporting Achievements
- Attendance Awards
- Other certificates/awards

Dojos

Dojo systems are set up to specifically reward the children who exemplify the school's Caterpillar Values, make fantastic effort with their learning and those who go above and beyond.

Children should expect to collect dojos for making great choices each day.

Pegs are reset on the behaviour chart to allow fresh starts and dojos, once earned, cannot be removed. Children are encouraged to aspire towards collecting rewards for themselves and for the class.

Certificates are given to children who achieve the following number of dojos:

- 100 – Bronze Award
- 250 – Silver Award
- 500 – Gold Award

Whole class rewards

All the class contribute to a shared behaviour target. If they achieve it, the class receives a



shared reward. This is at the individual discretion of the teacher i.e. a 10 minute break in the afternoon on a Friday. Using the letters of the class name as a visual way of promoting class rewards is encouraged. These rewards help to build and sustain a sense of community as a class and are a valuable way of supporting children to consider their impact on those around them. Class rewards should be planned and structured so that the children are engaged in meaningful activities as a 'team' in order to foster social skills. Unstructured activities can lead to children struggling to achieve positive behaviour outcomes.

Zones of Regulation

Every class has an embedded system of using Zones of Regulation to positively support children during playtimes and lunchtimes. Children are given opportunities to have a voice and express their feelings.



Appendix B -Consequences and Stages

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour.

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason.

Whole School Approach to Classroom Behaviour –

Level 1 Behaviour

| Level of Behaviour | | Actions and Responsibilities | Consequence for child | |
|---|---------------|--|--|--|
| | | Spirit in which children, the levels and stages operate: | Each child begins a morning or afternoon session with a 'clean slate' and the expectation by all adults that they will succeed. | |
| Level 1 Low level disruption in classroom or around school. | | Level 1 warnings that accumulate across a session occur in the following sequence of stages: | | |
| | Class Teacher | Stage 1 | Individual reminders Think/Warning Card | 'That's 1' Verbal warning |
| | | Stage 2 | 2 nd Individual reminder – Name is moved to blue section on the class behaviour chart. | 'That's 2' Name on board/ladder |
| | | Stage 3 | 3 rd Individual reminder – 'Missed Breaktime' given as a consequence Name is moved to purple section on the class behaviour chart. Recorded on and tracked on Arbor by class teacher and the senior leaders. Mornings – 5 minutes of break or lunch is lost Afternoons – 5 minutes of the next day's morning break is lost | 'That's 3' 5 minutes of break lost Parent's informed at home time |



Level 2 Behaviours

| | | | | | |
|---|---|----------------|--|---|--|
| <p>Level 2 Either consistent low level disruption or a one-off incident of more significance but not severe.</p> | <p>Class Teacher alongside Phase Leader</p> | <p>Stage 4</p> | <p>One Off Incident 5 minutes missed breaktime Teacher to contact parents/carers. Teacher/TA records in class log on Arbor Phase Leader or member of SLT speaks to child as a warning</p> | <p>Accumulation of 3 missed breaktimes in a week... Teacher arranges a meeting with parents. Teacher/TA records in class log on Arbor Phase Leader speaks to child as a warning, if required. Individual behaviour chart set up and reviewed by class teacher.</p> | <p>Class teacher speaks to child and parents. Individual behaviour chart set up. Phase Leader speaks to child, if required. Weekly review with class teacher</p> |
| | <p>Phase Leader</p> | <p>Stage 5</p> | <p>Behaviour is still a concern after stage 4 intervention ... Phase Leader meets with parents Behaviour reviewed with the Phase Leader during regular meetings with the child. Consultation with SENCO IBP as required / External support as required Recorded on and tracked on Arbor by class teacher and reviewed the Phase Leader.</p> | <p>Parent Meeting with the Phase Leader Weekly review with the Phase Leader</p> | |



| | | | | |
|--|-----------------------------------|---------|--|---|
| | Deputy Headteacher/ Senior Leader | Stage 6 | <p>Behaviour is still a concern after stage 5 intervention ...</p> <p>Phase Leader refers to Deputy Headteacher</p> <p>Parents meeting with the Deputy Headteacher</p> <p>IBP reviewed with SENCO, Deputy Headteacher</p> <p>Significant high-level behaviour to be recorded on Arbor by class teacher.</p> <p>Behaviour reviewed with Deputy Headteacher and/or SLT during regular meetings with the child.</p> | <p>Parent Meeting with the Deputy Headteacher</p> <p><u>Options:</u> Internal Suspension or Part-time Timetable</p> <p>Follow-up review with Deputy Headteacher and parents</p> |
| | | | | |

Level 2 Behaviours

If in the same week, there is consistent challenging behaviour, which results in three 5 minutes lost at breaktime in one week, this will be picked up by the **Phase Leader** responsible for that phase of the school and passed on to **SLT** who will arrange a meeting with parents. An ongoing behaviour record and/or contract will be set up to monitor the behaviour. The **Phase Leader** and **SLT** will monitor behaviour to ensure support is given to staff, parents, professionals and support is given to individuals. A daily or weekly meeting, as appropriate, between the child and the **Phase Leader** will be set up to evaluate their contract and behaviour record.

Examples of Level 2 behaviours are as follows:

| Examples of persistent Low Level behaviours: (resulting in 3 x 5 minutes lost at breaktimes in one week) | Examples of one-off incidents: These result in instant loss of 5 minutes breaktime being given. |
|--|---|
| <ul style="list-style-type: none"> • Behaviour that disrupts learning for others – shouting out • Disturbing others with ‘chat’ and not getting on with work despite the two previous warnings | <ul style="list-style-type: none"> • Playground arguments i.e. football (non-physical) • Defiant behaviour – refusing to work. • Verbal rudeness to adults • Damaging property through carelessness |

The immediate consequence of this level of behaviour will be to phone the parents to inform them of concerns.



At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Lead will support the class teacher and year group team to deliver suggestions and strategies. An Internal suspension may also be used in some cases.

Where children are at significant risk of fixed term **suspension**, a part-time timetable may be organised. The **Executive Headteacher and Deputy Head** have the responsibility for setting a part timetable and reviewing progress. Every child's education is paramount and in the case of a part-time timetable the class teacher will be responsible for providing the child with suitable work to be completed at home.

Level 3 Behaviours

| | | | |
|---|---------------------------------------|--|--|
| Level 3 Severe disruption, unsafe behaviour or racist incident. | Deputy Headteacher / Exec Headteacher | Stage 7 Severe Behaviour Refer to the Executive Headteacher. All potential suspensions are reviewed with the Executive Head before being allocated. Contact with parents/carers made. Part time timetabling discussed or Fixed Term Suspension PCSO may be asked to speak to child. | Options: Internal Suspension or Part-time Timetable or Fixed Term Suspension |
|---|---------------------------------------|--|--|

Occasionally, behaviour may escalate to Level 3. At this stage, the **Executive Headteacher** will be urgently and directly involved in managing this.

Examples of Level 3 behaviours are as follows:

Rectory Farm Primary School



- Serious, intentional bullying
- Significant damage to property
- Significant physical assault against an adult or pupil
- Theft
- Deliberate, targeted spitting
- Verbal/racist abuse against an adult or pupil
- Inappropriate intentional sexualised behaviour
- Drug, alcohol or vape related behaviour
- Absconding from the premises

In extreme cases, children will be suspended. The **Executive Headteacher** has the responsibility for giving fixed-term suspensions or permanent exclusion in line with the NPAT Exclusion Policy. Every child's education is paramount and, in the case of a suspension, the class teacher will be responsible for providing the child with suitable work to be completed at home.



Appendix C - Expectations of Behaviour

At Rectory Farm Primary, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. The following are specific expectations that we have:

Movement around school

- Children should move quietly and sensibly around school.
- Talk with quiet voices.
- Children are encouraged to greet adults politely, i.e. open doors.
- At the start and end of the school day children will be supervised to collect/put away their belongings in the lockers.

Assembly

- Children should enter and leave assembly in silence and transition from their classes, unless otherwise explicitly directed to do so.
- Staff use non-verbal cues to direct children to maintain silence.
- All adults are role models for how to behave during assembly and have a responsibility to support children's behaviour regardless of whose class an individual may belong to.
- Children remain stood until directed to sit by their class teacher.
- Stand up to sing and sing well!
- Children leave the hall in a well-ordered line lead by an adult.

Playtimes

- Children go to staff on duty if there are any problems e.g. hurt, disputes.
- At the end of break and lunchtime teachers are out when the whistle blows/bell rings. The children then line up as a class outside their classroom door. The class teacher then lead the class inside for lessons.
- If a class needs to repeat coming in quietly walking they will be asked to by an adult.
- Walk in with teacher quietly.
- Classes should be ready for the next lesson to start with equipment and books on desks.

Toileting

- Encourage children to go at the beginning of playtime and before lessons start.
- Although they are encouraged not to, children are allowed to go to the toilet during lessons. **Visits to the toilet during lesson, must follow the 'toilet pass' system as set out in the Staff Handbook.** Children in KS2 are not expected to need the toilet during



lesson time unless a parent has specifically made the teacher aware of a medical condition.

Lunch Supervision

- Unfinished work or work that is not completed to a satisfactory standard should be completed during break and lunchtimes. This should not mean that a child misses more than 10 minutes of their entire break.
- If children are given permission to stay in during lunchtime or break times, they should be directly supervised by staff at all times.
- Lunch club is run for those children identified by senior leaders as requiring support to play with others. Those attending or exiting lunch club will be approved by the Headteacher and/or the Inclusion Lead.
- Internet should not be accessed during break or lunchtimes unless fully supervised by an adult.
- When dealing with behaviour during lunch and break times, staff will look to actively reward positive behaviours in line with the school values and rules.
- Behaviour that causes concerns will be reported to the class teacher and or a member of SLT by staff on duty so that it can be followed through if necessary.





Rectory Farm Primary School

