

# Raeburn Primary School and EYFS



## BEHAVIOUR POLICY

The community of Raeburn Primary School seeks to provide a well-balanced education which will develop and extend the whole child, ensuring the highest standards of achievement and personal growth.

### **NB**

This policy should be read in conjunction with the school's anti-bullying policy.

## **BEHAVIOURAL MANAGEMENT**

### **1. INTRODUCTION**

1.1 Effective Behavioural Management is an essential part of every school's smooth functioning. It provides the framework for a positive approach to teaching and learning and encourages self-discipline. It is concerned with ensuring that all members of the school (i.e. children and adults) are treated with respect and dignity. It is linked with the PSHE Policy, which helps to develop the personal, social and moral development of children. A variety of management strategies are essential for the issue to be properly addressed.

1.2 All staff are responsible for the implementation of this policy under the guidance of the Headteacher who is responsible for monitoring its implementation and ensuring that meetings are held regularly to discuss areas of concern.

1.3 To support this policy we kindly request that all stakeholders follow and respect the Parental Charter.

### **2. AIMS OF THE POLICY**

- To create a welcoming and safe learning environment where everyone can succeed.
- Develop a consistent approach across the school which all children and staff know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed. Throughout Raeburn Primary, we strive to ensure that all children are happy and safe, and as a result ready to learn. We believe that children learn most effectively in a secure and caring environment, where everyone feels valued and respected. High expectations for behaviour, including behaviours for learning, are based on the overriding principle of consideration and care for others to access all that school offers. Positive relationships are at the heart of our approach. All adults take a calm and consistent approach and take a genuine interest in getting to know all children as individuals and their backgrounds and wishes. All staff have high expectations for all children and as a result, they expect, encourage and support them to achieve their best. Time is taken to develop the physical and emotional environment within the classroom, and wider school, to enable children to feel safe, supported and valued. Adults support children to understand set school rules and routines and to ensure that they are reinforced consistently.

At Raeburn we view all children as individuals and appreciate the need to adapt this system to meet specific needs, including SEND children and those who may be experiencing SEMH concerns in their life, both of which can lead to altered behaviours.

### **3. MANAGEMENT AND ADMINISTRATION**

#### **Aims and Objectives**

These aims are part of the PSHE policy:

#### **3.1 Personal**

To enable each child to:

- Feel valued, respected and cared for, regardless of race, gender ability or disability;
- Increase self-awareness;
- Be aware of their feelings and be able to communicate them in an acceptable way;
- Experience success – to know that they can achieve;

- Be self-reliant, self-motivated and self-disciplined;
- Learn to accept challenge and cope with disappointment;
- Have a positive attitude to their health and lifestyle;
- Be safe.

### **3.2 Social**

To enable each child to:

- Accept responsibility for their own behaviour;
- Communicate effectively with others;
- Encourage co-operation, sharing, caring;
- Encourage mutual respect;
- Encourage children to listen to each other;
- Make and sustain good relationships;
- Enable children to appreciate and respect differences between each other

### **3.3 Moral**

- Provide opportunities for children to make informed choices in everyday situations;
- Develop strategies with children, which will resolve conflict situations;
- Provide opportunities for children to exercise responsibility and trust

## **4. OBJECTIVES**

The following strategies will be the means of enabling the above aims.

### **4.1 Our Code of Conduct (APPENDIX 1)**

A defined set of expectations ensures that everybody is sure of how they should behave at Raeburn Primary School. The children are reminded of these expectations throughout the school year in assemblies, in the classroom (where they are displayed) and in the playground when it is necessary.

#### **Expectations for all**

##### **We expect everyone in our school to:**

- have high expectations of behaviour
- show respect to each other
- develop an increasingly sound understanding of right and wrong
- co-operate and work together
- recognise the achievements of others
- be reliable, trustworthy and responsible
- always behave in a safe manner
- respect the school's environment and belongings
- take care of their own belongings and those of other children
- always be courteous and well-mannered
- show by their behaviour that they value the school community
- treat others as we would like to be treated

## REWARDS AND SANCTIONS

A clear rewards and sanctions system is developed within school using a 'Traffic Light System' which sees children starting on 'Green'. This uses a 'Reward and Sanctions' approach for children's choices.

### Traffic Light Behaviour System

#### Rewards

##### 1. Golden Time

In EYFS and Key Stage 1 all children who have stayed green will receive 30 minutes Golden Time each week. In the event of any child being moved to red they will have an appropriate amount of time removed from their Golden Time. Whilst they miss that Golden Time, they will be given the opportunity to make amends and reflect on the incident e.g. at an age appropriate level, make a card or write a letter. Y3 can continue this up until Christmas if required.

##### 2. Positive Praise

Praise of positive behaviours is used consistently. Age appropriate rewards will be used by staff to praise positive behaviour, see chart below, these range from dojos to merits.

##### 3. DOJO system

The Dojo system will be used to celebrate positive behaviour throughout school. In F2-Y2, children will work towards a personal goal of 50 Dojos. Children will receive a sticker for every multiple of 50 Dojos they earn. In F2-Y6, each class will work towards a target number of Dojos for their class to receive a reasonable class treat - this will be 1000 Dojos. This may be something like an extra playtime, games time, class film etc.. (up to 1 hour maximum of learning time). Each class will have their own selection of rewards to choose from. At the beginning of a half term, it will be made clear in each class what they are working towards and this will be saved in the Google Drive. Dojos will be resetting at the end of each term.

##### 4. House Points System

House points are given for work and behaviour above the expected level, both through individual and team work. House Points will be recorded on the Dojo system. Winning houses are announced at the end of each half term and the house will receive a House Reward.

The aim of the house point system is to develop a sense of belonging, sportsmanship and celebrating positive achievement throughout school.

Our 'houses' reflect our Raeburn logo and are British owls – voted for by the Raeburn community. Each 'house' has a Y6 house captain. Their role is to collate the House Points and promote the houses through various competitions, assemblies and sporting events.

Barn Owls - yellow

Eagle Owls - red

Snowy Owls - green

Tawny Owls - blue

##### 5. Merits

Merits are given in Y3-6 for 'Wow' moments or consistently good attitude, effort, attainment or behaviour, on an individual basis. These are recorded on individual merit

cards. Children record these and are then presented with Bronze (25), Silver (50), Gold (75), Platinum (100) and Diamond (125) certificates throughout the year.

#### 6. Citizenship Trophy

A Citizenship Trophy is awarded to one person per class in assembly who has demonstrated our Raeburn citizenship value most that week. Our citizenship values are: respect, kindness, curiosity, positivity, responsibility and resilience.

#### 7. Pride of Raeburn

One child per year group is selected each week to receive the 'Pride of Raeburn' award. This is presented in assembly for the child who has worked hard on their presentation. Staff should send a copy of the work to show in assembly.

#### 8. Headteacher awards

Headteacher awards for work/ behaviour are presented each week in a whole school assembly – 1 per class.

#### REWARDS:

	Individual Rewards	Class Reward	Golden Time	Group Rewards
F1	Stickers			
F2	Dojos - a sticker for each multiple of 50	Class treat for each multiple of 1000	Weekly	House points
Y1	Dojos -a sticker for each multiple of 50	Class treat for each multiple of 1000	Weekly	House points
Y2	Dojos-a sticker for each multiple of 50	Class treat for each multiple of 1000	Weekly	House points
Y3	Merits	Class treat for each multiple of 1000	Weekly until Christmas	House points
Y4	Merits	Class treat for each multiple of 1000		House points
Y5	Merits	Class treat for each multiple of 1000		House points
Y6	Merits	Class treat for each multiple of 1000		House points

#### SANCTIONS:

1 .All children have their name placed on green to begin each day. The aim of Raeburn's Traffic Light System is to be positive and encouraging; however if incidents occur, children will move to amber or red and sanctions will be used.

2.If a child's behaviour is not within Raeburn's expectations, children will be given a reminder of appropriate behaviour. If they choose to continue with the behaviour they will be moved to amber. If they continue again they will go to red and require reflection time with an adult. Children may also be placed on red for more serious actions.

3.If children’s behaviours continue following reflection time,they will then proceed to a loss of privilege, which will be children missing a proportionate amount of playtime/lunchtime where they will continue to focus on restorative actions.

4. If a child is moved to red this will be recorded on CPOMS.

5. If a child continues to disregard the expectations or their behaviour, then a system of follow up stages will proceed. See table below.

Green	Continually meeting expectations.	Children will be praised for positive behaviour. Staff will remind children of expectations if they deem they may be a need.
Amber	Staff will discuss actions with the child so they can see the impact of them. This discussion may take place at playtime.	Children have the opportunity to remedy behaviour, refocus and meet expectations. If a child then begins to make the right choices, they move back to green. If not, they move to red.
Red - reflection time	Staff will discuss actions with the child so they can see the impact of them. Children will be expected to partake in restorative practice which includes reflection and what could have been done differently.	Children have another opportunity to remedy behaviour following their reflection time. If they do, they can move back to green. If they don't, they will then move to loss of privilege.
Red - loss of privilege	Staff will discuss actions with the child so they can see the impact of them. The child will miss an appropriate portion of play/ lunch time to do this. . Further restorative actions may be taken depending on the nature of the incident/ age of the child. These may include contact with parents and involvement with more senior members of staff.Incident recorded on CPOMS.	Regardless of the consequence, if a child has been moved to red, the focus should be on the following:  -The child understanding why they were placed on red and how their behaviour was not meeting expectations  -How their behaviour was impacting others around them -How they can choose their behaviour to ensure repetition does not occur

<p>Repeated incidents leading to multiple escalations to red....</p>	<p>Step 1 - communication home and child to have a chat with SLT  Step 2 - Despite the above, no improvements. An individual plan/chart will be implemented to encourage positive choices, e.g. a tick sheet leading up to a small reward, e.g. sticker or certificate  Step 3 - If the chart is unsuccessful following 3-4 weeks, a formal meeting with parents/carers  Step 4 - An individual plan may need to be implemented if children are struggling to follow the school behaviour policy continuously.</p>
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6. If a child's behaviour is deemed to be dangerous to others, or repeatedly disrupts the learning of others, an internal suspension may be considered by SLT.

7. If a child continues to disregard the expectations/their behaviour is deemed to be dangerous to others or themselves without any clear triggers/provocations, a suspension may be considered by the Headteacher. Wirral guidance will be followed in respect of procedures.

8. Restorative approaches support child development in the best way and these will always be used to support sanctions, giving children the best opportunity to learn from their actions and make better informed choices in the future. At Raeburn we follow THASP (The Happy At School Project) approaches and de-escalation strategies (Team Teach) which is a whole school positive approach to behaviour.

#### **4.2 Lunchtime Behaviour**

To facilitate better communication between teaching staff and the 'playteam' during lunchtimes, the playteam will inform teachers straight after lunchtime of any aspects of good and unacceptable behaviour. The member of staff on duty at break times will report any incidents to the class teacher of the child involved.

In the instance of extremely inappropriate behaviour occurring, the senior playteam member will report it to the Headteacher or Deputy Headteacher immediately. The teaching staff will bring to the attention of an appropriate member of SLT, the name of any child who persistently misbehaves at lunchtime.

#### **4.3 Bullying**

The school's Anti-Bullying Policy should be read in conjunction with this document.

#### **4.4 Dealing with Incidents of Bullying**

A behaviour log on CPOMS enables all staff to record and date any incidents which concern them. This will be monitored by the class teacher, Headteacher and Deputy head teacher. If any pattern begins to develop eg same child as a victim, same child as perpetrator, same time of day etc., this should be brought to the attention of the Headteacher. Any incident of bullying should be recorded and reported to the SLT.

## **5. CLASSROOM MANAGEMENT**

A variety of strategies will be used by staff to promote a positive working environment, e.g. drawing up class rules, praising a positive attitude to work, encouraging children to work co-operatively on tasks, using rewards as outlined above, writing positive comments on a child's work and sharing positive behaviour with SLT. Curriculum strategies include the use of the PSHE and RSE curriculum and Circle Time activities.

## **6. SHARING OF INFORMATION**

In order to ensure consistency in dealing with children's behaviour, staff should share strategies employed for individual children through informal or if appropriate, more formal confidential methods such as discussion during staff meetings. This is also the case if a child's circumstances mean that the sharing of information is necessary. If a teacher has concerns about a child's behaviour, this should be brought to the attention of the appropriate member of SLT who will liaise with parents/carers in the first instance – taking the opportunity to revisit 'The Home-School agreement'.

## **7. EQUAL OPPORTUNITIES**

The staff should ensure that high standards of behaviour are expected from all children. Children should be encouraged to contribute to providing a safe and happy environment for everyone.

Please refer to the Equal Opportunities policy for more detail.

## **8. HEALTH AND SAFETY INCLUDING THE USE OF PHYSICAL INTERVENTION**

The school follows the health and safety policy procedures as agreed. The Behaviour Policy contributes to ensuring the safety of the children in all parts of the school. At lunchtimes, we use OPAL (Outdoor Play and Learning) and support health and safety through Dynamic Risk Assessments.

Our aim is for all staff to be Team Teach trained and there are Team Teach trainers in school. We always promote de-escalation and positive reinforcement, however there may be times when physical intervention is required for the safety of all children and staff. Maximum Care and Minimum Force will be at the forefront of all physical intervention.

Any physical assaults towards adults in school should be recorded on CPOMS and an MV92 should be completed. Risks will be managed on an individual basis. Some children may have a personal plan for prevention of behaviours/ a personal Risk Assessment in place.

## **9. SUSPENSIONS AND EXCLUSIONS**

Head teachers have the authority to suspend pupils from a mainstream primary school; these powers are legislated for in The School Discipline Regulations, 2012.

When making the decision to suspend or exclude a child the Headteacher will look at each situation on an individual basis. The age, specific needs and intent of the action will all be seriously considered.

If a suspension or exclusion is made, then parents will be notified in writing within a reasonable timeframe. They will be informed of the period of exclusion and reasons, including their right to appeal to the Governing Body Discipline Committee and their right to appeal later in the process to an Independent Review Panel. Parents have legally

defined rights within the review process and should contact the school for more information if necessary. For example, all parents have the right, when appealing to an independent panel, to request the involvement and advice from a Special Educational Needs expert. More details can be found at [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk) . The school follows Wirral Local Authority guidance.

The DFE provides statutory guidance on suspension from school which can be found on their website.

# APPENDIX 1



**Raeburn Primary School Code of Conduct**

All those involved with Raeburn Primary School commit to the values below in order to support each other in a happy, healthy and stimulating learning environment. All the values fit together like jigsaw pieces, and when we demonstrate them we see the big picture of a successful community: family we love being part of.

We are helpful, kind and always do our best

We are truthful and respectful to all

We care for each other's safety and our school

We work and play together

We listen to others and are polite

Children

Families

Staff

'Forward Together'