



Rivington Foundation Primary School

Behaviour Management: Policy and Practice

Our Mission Statement:

Growing Together to Reach Limitless Possibilities.

Igniting Passion; Embracing Difference.

We Are Kind.

Our Vision:

At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together. At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

At Rivington Primary School we believe great learning opens doors and expands horizons. A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge and building learning habits of mind that will last them a lifetime!

If children live with criticism; they learn to condemn
If children live with hostility; they learn to fight
If children live with ridicule; they learn to be shy
If children live with shame; they learn to feel guilty
If children live with tolerance; they learn to be patient
If children live with encouragement; they learn confidence
If children live with praise; they learn to appreciate
If children live with fairness; they learn justice
If children live with security; they learn to have faith
If children live with approval; they learn to like themselves
If children live with acceptance and friendship; they learn to find love in the world.

Principals:

The school's belief that good behaviour and good discipline are the result of consideration for others is encapsulated in the first school golden rule "Choose Kind". The School Values further support the development of pupils and their behaviour through the following qualities:





- Kindness
- Perseverance
- Respect
- Courage
- Forgiveness
- Responsibility
- Honesty

At Rivington we believe that all our staff and parents must have high aspirations for all of our pupils. We believe that all pupils are capable of achieving excellence if we show them the steps. Our core value is to treat everyone with understanding and respect so that the highest standards of behaviour are expected at all times. We believe that children who are immersed within a culture of respect and understanding will also impact positively within their community, at school and at home. We believe that for this to happen all of our staff need to be knowledgeable and enthusiastic adults.

A child's behaviour is often a symptom of how they feel about themselves. A child who is unhappy or has low self-esteem is more likely to misbehave than a happy, well-adjusted pupil. Consequently, we have sought to establish a policy rooted in celebrating children's success and reinforcing good behaviour by a variety of positive means.

Positive behaviour management is crucial to a pupil's social, emotional and educational development. Desirable behaviour is more likely to be achieved when all persons concerned with a pupil's development have an agreed, consistent and positive approach.

Rivington Foundation Primary recognises the clear links between the ethos created in school, the teaching and learning of pupils, and the behaviour of the pupils in our care. As a result of this we actively seek to work in conjunction with pupils, parents the LA and other professional partners, to develop appropriate behaviour in school. It is therefore vital that the policy is clear, well understood by staff, parents and pupils and consistently applied.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Teaching and Learning Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

Aims of the Policy:

- To encourage a calm, purposeful and happy atmosphere within the school.



- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Code of Conduct:

The code of contact outlines what is expected of all children and members of the school community. All members of our community expect all pupils to behave well. Routine behaviours are not rewarded but expected. Pupils are praised for promoting our core values and for their positive attitudes to learning.

All members of the school community:

- Have high expectations of self and others
- Work collaboratively across the school through whole school events and buddying
- Be polite and well mannered
- Show respect to each other and to all adults in school
- Respect their own, other peoples and school property
- Work responsibly without distracting others
- Show courtesy and consideration at all times.

Aspects of this code of conduct are evident in our 'Golden Rules' and in all classrooms in the form of class rules which focus on these at an appropriate level for the ages of the pupils.

On occasion a pupil may need additional support or varied consequences from others to meet their particular need. Teachers, parents and the SENCO will meet to produce an IBP. Intervention strategies will be put into place and additional outside help will be sought when necessary.

Alongside shared responsibilities, at Rivington we have responsibilities concerning behaviour that are particular to certain groups. These are listed below:

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.



- Staff Responsibilities Are:
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education.
- To empower learning.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Empowering Learning:

At Rivington Foundation Primary School we believe that it is our role to develop a habit of lifelong learning within our pupils. In order to achieve this teaching must work to strengthen four key learning behaviours:

Resilience

Absorption – Teaching must engage pupils so that they are able to be absorbed in what they are doing

Managing Distraction – Pupils must be enabled to recognise and reduce distractions; they must recognise the best environment in which to learn

Noticing – Pupils must be able to perceive subtle nuances, patterns and details in their experiences.

Perseverance – Pupils must be able to keep going in the face of difficulties and challenge the energy of frustration productively.

Resourcefulness

Questioning – lessons must encourage the children to ask questions of themselves and others

Making links – pupils should strengthen the ability to see connections between disparate events and experiences

Imagining – pupils will strengthen their ability to use imagination to explore their learning





Reasoning – pupils must be able to think logically, construct arguments and spot flaws in the arguments of others

Capitalising – pupils must be able to access and use the full range of resources from the wider world.

Reflectiveness

Planning – identify all the issues that may be encountered

Revising – change plans where necessary, monitor and review progress and identify new goals

Distilling – look at what is being learned and be able to identify the essential features

Meta learning – pupils must develop a self-awareness of their learning styles, how they learn best and be able to talk about the process

Reciprocity

Interdependence – know when it is appropriate to learn individually or collaboratively

Collaboration – pupils must be able to manage themselves in collaborative ventures and respect other points of view

Empathy & listening – contribute to others experiences by listening carefully

Imitation – constructively adopt methods, habits or values from those who are observed

Teachers are committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement.

Reports on behaviour issues include:

- daily verbal reports
- comments in homework diary
- written reports
- e-mails
- parent/teacher evening
- records on the SIMS/behaviour log.

Encouraging positive behaviour:

We encourage good behaviour by praising and rewarding children for behaving well:

- All staff praise and congratulate children.
- Each week, we nominate children from each class to receive The Rivington Remarkables Award and the Seven Wonders Award certificates in our special celebration assembly.
- Moving a child onto the rainbow (KS1/Foundation) and Bronze, Silver, Gold (KS2).
- Awarding stars on children's star chart for using their best effort in their work/behaviour.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- Letting children show their good work to another teacher and/or the Headteacher.



- We acknowledge the efforts and achievements of children in their out of school sports and activities through 'Proud Wall' display board in classes.
- Certificates and awards at the end of every half-term.
- Certificates and awards at the end of the academic year.
- Additional responsibilities given to Y6 children.
- Awarding of 'Golden Time' at the end of the week.
- School Council responsibilities.
- The wearing of different colour jumpers in Y6, identifying them as having additional responsibilities in terms of setting a good example in every aspect of school life.

Consequences:

The school employs a number of consequences to enforce school and class rules, and to ensure a safe and positive learning environment. When children break the rules they need to know that there are consequences to their behaviour. These consequences are the same in each classroom:

Agreed School Protocol for dealing with misbehaviours: NB: See levels of behaviour doc.

1. Verbal reminder of expectations, (description reality): First verbal or non-verbal acknowledgement of unacceptable behaviour – in a lot of case, this gentle request to cease should suffice.
2. Second verbal acknowledgement of unacceptable behaviour stating:
 - That this is the second request for compliance
 - An explanation of why the observed behaviour is unacceptable
3. If level 1 behaviour persists after two warnings, the child is given the opportunity to have thinking time- sat in away from peers in the classroom to continue working until they show they are ready to learn with their peers.
4. If behaviour persists after returning from thinking time, they move name on behaviour monitoring chart to Amber (KS2) and are issued with a consequence (applicable to all year groups).
5. If in the case of a level 2 behaviour, the child would move their name straight to Amber.
6. If in the case of a level 3 behaviour, or persisting behaviour once already on Amber, move name on behaviour monitoring chart to Red (KS2) or storm cloud (KS1/Foundation Stage) and escorted to link teacher in order for them to help further support the need for improved behaviour (Foundation to KS1 or HT, KS1 to Lower KS2, Lower KS2 to DHT).
7. Record in class log if appropriate.
8. Informal contact with parents by class teacher
9. Involvement of Senior Teachers.
10. Entry in individual record (Head-teacher's room)
11. Formal contact with parents
12. Work with parents teachers and SENCO to formulate an IBP, which may include a daily or weekly report (to encourage positive aspects of child's behaviour).
13. Exclusion – fixed period or permanent (see Exclusion procedures).



Severe Clause:

Certain situations may arise which will bypass the system and be referred directly to the Headteacher or the Deputy Headteacher. In the absence of both the problem will be referred to the teacher in charge. Behaviours which warrant the use of the severe clause include:

- Behaviour which puts others at risk
- Verbal or physical abuse towards staff
- Social/anti-social behaviour that causes concern e.g bullying
- Running out of the classroom or school premises
- Racist incidents
- Graffiti or wilful damage of school property or the property of others.

Exclusions: Internal, fixed and permanent:

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore:

- adopts the standard national list of reasons for exclusion
- follows the standard guidance from the Local Authority

Only the Head-teacher (or the acting Head-teacher) has the power to exclude a child from school. The Head-teacher 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 Head-teacher may exclude a child permanently. It is also possible for the Head-teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head-teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head-teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Head-teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-period exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head-teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they 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 governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Internal exclusion – on occasions it may be necessary, for behaviour management purposes, to remove a child from the classroom if it is felt this is in the best interests of all concerned. This will happen if the child is engaging in behaviour prejudicial to maintaining good order and discipline.

The internal exclusion may last for any length of time from a few minutes to one session and even up to a day (depending on the circumstances). Parents will be notified on the same day and Class Teachers will need to discuss concerns and ways forward with the child's parents/carers.

Peer on Peer Abuse:

We acknowledge that children can behave in ways that can be harmful to other children. This can be described as Peer on Peer Abuse and is a safeguarding issue.

Where peer on peer abuse is alleged, a risk assessment will be undertaken to reduce the risk of repeated incidents. Consideration will be given to supporting both the victim and alleged perpetrator. The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address both the alleged perpetrator's and victim's needs.

Use of reasonable force:

Reasonable force covers a broad range of actions used by most teachers at some point in their career that involves contact with pupils. The decision to intervene is the responsibility of the staff member concerned and their professional judgement and will always depend on individual circumstances. Reasonable force may be used to either control or restrain. For example, should the circumstances arise, all staff have the right to physically separate pupils found fighting by standing in between pupils if necessary or if a disruptive pupil refuses to leave a room they may be led by the arm to leave the room. In more extreme cases they be restrained by a teacher to bring their behaviour back under control. Reasonable force may be used to prevent a pupil from hurting themselves or others or damaging property. Reasonable adjustments will always be made for disabled pupils and those with special educational needs (SEN). The School does not require parental consent to use reasonable force.

Preventing Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

We are proactive in dealing with bullying and have strategies to develop discussion about differences in lessons and worship. We are excellent at creating an ethos of excellent behaviour where pupils treat one another and the school staff with respect. The school





takes all forms of genuine bullying seriously and is firm and fair in its response. All reports of bullying are logged and investigated. (Refer to Anti-Bullying policy).

The role of the class teacher:

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and at playtime.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head-teacher, Deputy Head-teacher or SLT.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head-teacher:

It is the responsibility of the Head-teacher, under the School Standards and Framework Act 1998, to implement the school behaviour management policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head-teacher to ensure the health, safety and welfare of all children in the school.

The Head-teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head-teacher keeps records of all reported serious incidents of misbehaviour.

The Head-teacher has the responsibility for giving fixed-period exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head-teacher may permanently exclude a child.

The role of parents and carers:

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules and Home/School Agreement in the school prospectus, and we expect parents and carers to read them and support them.





We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the Home–School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head-teacher. If concerns still remain they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour (through the HT and staff) and of reviewing their effectiveness. The governors support the Head-teacher in adhering to these guidelines.

The Head-teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may be invited to give advice to the Headteacher about particular disciplinary issues. The Head-teacher should take this into account when making decisions about matters of behaviour.

Monitoring and review:

The Head-teacher and SLT monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head-teacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Head-teacher keeps a record of any child who is excluded for a fixed-period, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



This policy should be read in conjunction with the following school policies: Equal Opportunities, Race Equality, Disability Discrimination, Education of Looked After Children, Child Protection, Special Educational Needs, Anti-Bullying, Care & Control, Community Cohesion, Confidentiality and Inclusion.

Reviewed by Sarah Annette: September 2019. Approved October 2019
To be reviewed: September 2020

REFERENCES

This policy has been informed by:

- DfE Statutory Guidance 'Keeping Children safe in Education' (September 2016)
- DfE Advice 'Behaviour and Discipline in Schools' (January 2016)
- DfE Advice 'The Prevent Duty' (June 2015) from The Counter-Terrorism and Security Act (2015)
- 'Screening, searching and confiscation' (February 2014)
- DfE Advice 'Use of reasonable force in Schools' (July 2013)
- The Equality Act (2012)
- The Schools (Specification and Disposal of Articles) Regulations 2012 ,
- The Education Act (2011)
- The Education and Inspections Act (2006)
- Health and Safety at Work etc. Act 1974

See also:

[H & S Manual: Positive Management of Aggressive and Violent Behaviour of Pupils](#)





Appendices:

Supporting Guidance Pupils generally don't misbehave if they are on-task and they tend to be engaged on task if:

1. The classroom and school environment is conducive to learning:
 - a) Resources are easily accessible.
 - b) The furniture is arranged most effectively.
 - c) Room temperature is acceptable and can be controlled.
 - d) The room is well ventilated.
 - e) Room lighting is appropriate.
 - f) There is no glare from windows and lighting.
 - g) Materials are labelled and accessible.
 - h) There is appropriate storage facilities for pupil belongings.
 - i) Movement around the room is easy.
 - j) Room organization reflects curriculum need.
 - k) The furniture is suitable and in good repair.
 - l) Whiteboard can be easily seen.
 - m) The area looks like a good working environment.
 - n) Rules and expectations are clearly displayed.
 - o) Entrance and exit to the room is orderly and follows a routine.

2. There is effective classroom management by the class teacher:
 - a) Teacher arrives at the room before the pupils.
 - b) Teachers voice is appropriate and clear.
 - c) Teacher instructions are clear and understood.
 - d) Good behaviour is recognized and acknowledged.
 - e) Positive comments are made about behaviour.
 - f) Teacher provides good role model for appropriate behaviour.
 - g) Curriculum delivery is differentiated.
 - h) Teacher responds in low key ways in response to negative behaviour.
 - i) Teacher provides early warnings of activity change.
 - j) Teacher gains attention appropriately.



- k) Peer support is used appropriately.
- l) Timetable is arranged to best effect.
- m) Adult support is used where appropriate.
- n) Lessons and materials are well prepared.

Agreed School Protocol for dealing with misbehaviours:

NB: See levels of behaviour doc.

1. Verbal reminder of expectations, (description reality): First verbal or non-verbal acknowledgement of unacceptable behaviour – in a lot of case, this gentle request to cease should suffice.
2. Second verbal acknowledgement of unacceptable behaviour stating:
 - That this is the second request for compliance
 - An explanation of why the observed behaviour is unacceptable
 - Consequence now imposed (In Foundation Stage and Key Stage 1 this is represented by moving the sad cloud)
3. If level 1 behaviour persists after two warnings, the child is given the opportunity to have thinking time- sat in away from peers in the classroom to continue working until they show they are ready to learn with their peers.
4. If behaviour persists after returning from thinking time, they move name on behaviour monitoring chart to Amber (KS2) or sad cloud (KS1/Foundation Stage).
5. If in the case of a level 2 behaviour, the child would move their name straight to Amber.
6. If in the case of a level 3 behaviour, or persisting behaviour once already on Amber, move name on behaviour monitoring chart to Red (KS2) or storm cloud (KS1/Foundation Stage) and escorted to link teacher in order for them to help further support the need for improved behaviour (Foundation to KS1 or HT, KS1 to Lower KS2, Lower KS2 to DHT).
7. Record in class log if appropriate.
8. Informal contact with parents by class teacher
9. Involvement of Senior Teachers.
10. Entry in individual record (Head-teacher's room)
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13. Exclusion – fixed period or permanent (see Exclusion procedures).

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