**Russell Lower School**

**Behaviour Policy**

**Autumn 2019**

**Review: Autumn 2022**

**Philosophy**

At Russell Lower School, we value all members of our community and aim to help our children to be good citizens of the future. We work hard to provide a supportive environment, where children are helped to make positive behaviour choices through a carefully planned system that clearly identifies rights, rules, responsibilities and consequences.

We understand that, although at times we must address behaviour, we must also keep every child’s self-esteem intact; positive attitudes and respect for others are therefore valued and all staff lead by example.

Any member of the school community has a vested interest in developing high standards of behaviour across the school.

School leaders and governors need to maintain the high standards of behaviour if the education standards of the school are to be maintained and improved.

Teachers need focused and enthusiastic children if their teaching is to have any impact.

Parents want children who feel safe and happy in school with teachers who are focused on supporting their learning and not having their attention drawn away by poor behaviour. Children like to have clear boundaries with rewards and consequences applied fairly and consistently.

**Aims**

**At Russell Lower School we aim to:**

Develop children’s self-esteem

Encourage children to manage their own behaviour

Encourage children to respect the rights of others

Encourage children to be tolerant and respectful of others and to demonstrate this consistently through their behaviour choices

Help children to learn about British Values through the implementation of this policy

Build workable relationships that enable the School to be a safe and positive learning environment

**Managing Behaviour**

There are four fundamental themes that form the basis of the School’s behaviour policy; these themes are entitled:

1. The Preventative Approach

2. Utilising Positive Correction

3. Using Consequences

4. Repairing and Rebuilding Relationships

1. **The Preventative Approach**

The prevention of inappropriate or challenging behaviour is the approach that lies at the heart of Russell Lower School’s behaviour policy. By using this approach we believe we are able to increase the likelihood of positive behaviour in our children. This, in turn, will improve their social and academic outcomes.

This approach is developed with the children by creating a basic framework to which the whole organisation adheres. Firstly, staff must help children to understand that all members of the school community have four basic rights; these are as follows:

**The right to learn**

**The right to be happy**

**The right to be safe**

**The right to be included**

The children’s understanding of these rights must then be linked to the fact that such rights cannot be enjoyed without corresponding responsibilities. For example, if a particular child has the right to learn, they must also consider their responsibilities in helping other children to enjoy the same right. The way in which to help children to understand such responsibilities is by having routines that are clear and relevant. Such routines must be established at the beginning of each academic year; this is known as the ***establishment phase*** and it will set the tone for the rest of the year. All staff are responsible for establishing clear routines during this phase so that the children understand what is expected of them during each part of the day; high expectations of every child are imperative.

The routines mentioned above will be supported throughout the school by the development of whole school and classroom rules. The Headteacher will work with the whole school at the beginning of each academic year to develop the rules and class teachers will develop the classroom rules with the children. The layout of the rules will vary from year to year but will relate to the children’s fundamental rights. All adults who interact with the children will use the school rules to guide the children and manage their behaviour positively.

**Rules should be:**

Owned by the children

Linked to/protect the four rights

Discussed in depth to ensure that the children understand why they are needed

Few in number

Simple in expression

Written in positive form i.e. ‘We will…’

Enforceable (… and enforced)

Displayed in prominent places in the building for reference, including every classroom (the rules should be depicted by words and pictures to encourage all learners to understand them without difficulty)

|  |
| --- |
| ***Examples of Rules***  We will persevere and try our best.  We will be polite, kind and respectful to others.  We will listen carefully and put our hands up when we want to talk.  We will walk sensibly and quietly around the building.  We will stay where we can be seen by an adult.  We will look after equipment and keep the school tidy.  We will do things our teachers and helpers ask us to.  We will include everybody. |

**Encouraging Positive Behaviour**

In order to encourage and motivate children to make positive behaviour choices, a number of strategies are employed. These strategies are designed to:

Raise achievement

Reward good behaviour

Modify poor behaviour

Raise self-esteem

Give the children the moral and social courage to be the best they possibly can

Support children to grow and develop as positive members of the community

**Whole school strategies include:**

Positive reinforcement of good behaviour

Opportunities for children to share their positive behaviour choices with parties external to the classroom

Rewards

**Preventative Actions (actions to prevent unnecessary disruptions) – Praise what you want to see**

* Use Dojos and other class rewards to motivate children and to ‘catch them being good’ and reinforce desired behaviours
* Dojos need to ‘go somewhere’ – for example ‘Dojo Champion of the Day/Week’ etc. with certificate or ‘prize’ and celebrate this together in class
* Arrange appropriate, mixed ability seating arrangements at tables and ‘carpet’ places
* Tactfully line up children in a suitable order at times of transition – have set, boy/girl ‘line’ places so children are standing next to children who bring out the best in them. This will ensure that children who should not be together are not together
* Understand and cater for individuals with behavioural needs – for example, possible use of reward system, communication book, Now, Next and Then, Visual Timetable etc.
* Communicate clear expectations and stick to them consistently – there should be no ‘special allowances’ for children with perceived SEND/issues. We expect the same standard of behaviour from all children
* Have clear classroom rules with consequences
* Apply consequences and rewards consistently and fairly
* Communicate well with parents/carers
* Keep classrooms clutter-free and spacy to encourage independence
* Use ‘5 minutes calm’ focusing on calm/belly breathing techniques and use quiet meditation type music where necessary during ‘work’ time

**The School’s Reward System**

We are very fortunate at Russell Lower School that a vast majority of our children behave in an exemplary fashion most of the time. Therefore, we see it as being equally important to celebrate this and so we have an array of awards to reward the hard work and good values shown by them. Rewards, like sanctions, send a message to the others. They act as a thank you for the children who have achieved them, but also act as an incentive to others to try and emulate them. They must be attainable by all, but only ever given when fully deserved. Rewarding only minor efforts is likely to be counterproductive as it sets the bar too low for what we expect.

Members of staff reward appropriate behaviour and hard work by giving children a number of different rewards, including verbal praise, stickers, Values certificates, Achievement (Gold) certificates and Dojos.

**Table of Rewards:**

|  |  |
| --- | --- |
| Verbal Praise | All staff |
| Stickers – including Headteacher stickers | All staff/Headteacher |
| House Points/Dojos | All Staff |
| Showing work to another member of staff or parents for praise | All Staff |
| Values and Gold Certificates | Teachers |
| Star Performer Certificates (PE) | PE teachers |
| Learning Log/Walk to School Trophy | Teachers |
| Phone call or Email Home | All Staff |
| Golden Time | Some Classes |
| Behaviour letter | Headteacher |
| Bespoke in class systems, such a Dojos | Some Classes |

All staff actively seek to give children recognition for making positive behaviour choices and demonstrating appropriate learning behaviours.

**Staff themselves also have the right to:**

* Teach without unnecessary distraction
* Be treated with respect
* Have their property treated with respect

**2. Utilising Positive Correction (Actions planned to correct inappropriate behaviour patterns should they arise)**

Whilst the use of the preventative approach encourages children to make positive behaviour choices, it is fully understood that there will be times when children will need some support to correct their behaviour. It is essential that there is a balance between prevention and positive correction. For this purpose, the principles surrounding positive correction are employed:

* Positive reinforcement – pick up on-task behaviour and praise it
* Rule reminders – restate the rules. Don’t discuss
* Simple direction – use respectful language accompanied by thank you. Keep directions (the words used)minimal and simple
* Blocking – repeat the direction firmly
* Simple choice – give a choice between carrying on with the behaviour and the consequence that will follow. Give responsibility to the child
* Isolation from peers – child is isolated until the end of the lesson when the behaviour can be addressed and a consequence applied
* Isolation from the class – a child who continues to cause problems will be removed from the class.

The actions are written in an order which offers an escalation of the tactics that can be applied to dealing with a situation, but behaviour management is distinct to each teacher and it will be down to their personal style to decide how they choose to confront poor behaviour. However, teachers are expected to follow the protocols set out below when dealing with any behavioural incidents.

* Maintain eye contact
* Use a calm, respectful voice and a measured tone
* Maintain distance from the pupil
* Avoid arguing and give clear choices (continue behaviour or face consequence)
* Respect a child’s right to speak and present their point of view (as long as this is done in an equally clam and respectful way)
* Recognise when a cooling off period is required before continuing any discussion
* Listen to the accounts of all children involved (including witnesses) before making a decision

It is usually appropriate for these discussions to take place away from the teaching area, but there is no requirement for them to be private from the rest of the class. Teachers confronting poor behaviour and applying sanctions, reinforces their expectations for the whole class and also assures them that the behaviour will not be tolerated.

* **A reminder**
* **A second reminder, with a future choice or consequence**
* **A consequence**

Teachers link this process to a visual display in their classrooms so that children can see the possible consequences of further unacceptable behaviour.

**3. Using Consequences**

Not all children respond to positive correction and that is why it is important that children are clear that there will be consequences to their actions; a result of certain behaviour choices.

A consequence helps a child to connect their behaviour and the outcome; therefore the outcome has to be related to the child’s action – it must also be reasonable. Children are more likely to learn from a consequence that is certain rather than severe and therefore it is vital that, even if a consequence is deferred to another time, it **must** be followed-up. The severity of the consequence will also depend on the child’s actions.

**Examples of Consequences**

* Deprivation of privileges e.g. a child may have broken the rule of ‘walking in the corridor’; the member of staff may expect them to lose a short time at playtime to show how they can walk sensibly
* Time out – within class (isolation) or away from the class with another teacher

In some cases a child may need to spend some time in the designated ‘time out’ area. This gives the child an opportunity to regain control and think about their actions; children will need to consider the following questions, the 4 ‘W’s:

* What did I do?
* Why did I do it?
* What rule did I break?
* What could I do to fix it?

No counselling should be given to the child before they complete their short time in the ‘time out’ area, although when the timeout period is finished the member of staff who placed the child in ‘time out’ must repair and rebuild the relationship with the child.

If these consequences do not result in a change of behaviour, then staff may need to escalate the consequences. Escalation may lead to:

* Time with a member of the Senior Leadership Team (including the Headteacher)
* Removal of a child from the classroom, by a member of the Senior Leadership Team (including the Headteacher) for a short period of time
* The involvement of parents/carers
* Fixed term exclusions
* Permanent exclusions

If at any time the Headteacher feels that it is necessary to use a fixed term or permanent exclusion as a consequence for a child then the school’s Exclusion Policy will be followed, which is based on the statutory guidance on exclusions.

This behaviour policy should be read in conjunction with the school’s Exclusion Policy.

**Bullying**

Bullying is defined as the targeted and frequent mistreatment of one individual by another or a group. The children are taught in assemblies the acronym STOP to recognise such behaviours: Several Times On Purpose. It is usually associated with a real or perceived power imbalance in which the bully feels empowered by the helplessness of the child being bullied. Bullying of any kind will not be tolerated at Russell Lower School and any child found to be taking part in bullying will instantly reach Step 3 of the Behavioural Steps – see appendix 1.

**4. Repairing and Rebuilding Relationships**

As a result of a consequence being applied or the use of positive correction, the member of staff dealing primarily with the child should repair and rebuild the relationship. Repairing and rebuilding is imperative because it restores strained relationships and enables the return of a positive learning environment as well as building the child’s confidence and self-esteem.

**Additional Information**

**The Red Card System: Whole School Plan for a Crisis Situation**

In the event of a serious incident whereby a member of staff needs support with a child (or children) the ‘red card’ system should be initiated. Staff use a ‘red card’ to indicate to another member of staff that urgent help is needed; individuals should never feel ashamed or weak for requesting such help. All available staff will react quickly when a ‘red card’ is received; the incident will be attended immediately and the appropriate support given.

In a classroom situation, if a child refuses to leave the situation or continues to disrupt, the class is removed and the Headteacher sent for (if the Headteacher is not already in attendance).

Once the situation is defused and the child(ren) is/are calm, the member(s) of staff dealing with the incident follow the rest of the Behaviour Policy in order to complete the behaviour management process.

**Physical Contact and Intervention and the use of reasonable force**

Reasonable force can be used by any paid member of staff at Russell Lower School to prevent a pupil from doing, or continuing to do any of the following:

* Causing personal injury to or damage to the property of, any person (including themselves)
* Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise
* Committing any criminal offence

All authorised staff have responsibility to intervene with the use of reasonable force in any of the above situations. Where ever possible, staff should not intervene without the support of another authorised person. In these circumstances they should summon assistance from another authorised adult. This policy recognises that this may not always be possible.

Mrs Bunney (Deputy Head) and Mrs Moore (Foundation Stage Teacher) both have Team Teach training to maximise the opportunity for positive handling. This was achieved on 20/4/18 and is due for renewal on 20/4/21.

See the School’s ‘Positive Handling Policy’ for details.

**Support for Members of Staff**

The key to effective behaviour management is collegial support and it is fully understood by all staff that this is not an area that can be tackled single-handedly.

The following support will be offered to all staff:

* Emotional support
* Problem solving opportunities
* Sharing of problems without judgements being made
* Structural support
* A team approach

Staff training will be planned as part of the annual training plan; it will be a regular feature. Additionally, training will be provided (when it is deemed appropriate and required) on a more ad hoc basis throughout each academic year; it will also form part of the induction for new members of staff and volunteers, such as students and parents helpers.

**Monitoring and Review**

It is the responsibility of the Governors to monitor the implementation of the School’s Behaviour Policy. The Governors will therefore examine closely performance in this area through visits to the School and termly reports from the Headteacher.

**Appendix 1**

**Behaviour Steps**

In isolation, Step 1 behaviours are not cause for concern, but children need to understand that they interfere with the Russell Rights so must not continue.

Reminders will be given and phrased as a choice between correcting behaviour, or facing the consequence. ‘Stop calling out or you will stay in for 5 minutes at break time.’

If no improvement is seen then the consequence will be applied. This should happen the same day if at all possible. If not, the very next playtime.

Step 1 is not recorded on G2, but a teacher may choose to report this to parents/carers or a Phase Leader if it is felt appropriate.

Step 1 can be ‘upgraded’, if the behaviour continues in the same session. ‘You are already staying in for 5 minutes for calling out, if you do not stop it will be increased to 10 minutes.’

If you have already reached 15 minutes of lost break, but still behaviour continues, move directly to step 2.

**If a child is showing no signs of improvement over a period of a week, discuss the child with a Phase leader and consider moving the child to step 2.**

**Step 1**

|  |  |  |
| --- | --- | --- |
| **‘Forgetting’ rules and being reminded** | **Examples** | **Possible consequence** |
| **Initial:** | Calling out  Silly noises  Shouting inside  Running inside  Distracting others  Lack of concentration  Not doing enough work or doing it below the required standard  Annoying behaviour  Low level rudeness or disrespect to an adult or child  Not doing what an adult has asked | Missing 5 minutes of break time/lunchtime (re-doing work if necessary or sitting in silence – not doing jobs etc)  Being moved to work/sit in isolation within the class  Having to sit out of an activity  An apology must be made and an opportunity to re-build the relationship given |
| **Escalation:**  Repeated (to a maximum of 2 further times) | As above | Increase time missed at a playtime by 5 minutes each time  Being moved to work/sit in isolation within the class  Having to sit out of an activity  Speaking to parents at the end of the day  An apology must be made and an opportunity to re-build the relationship given |

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| --- | --- |
|  |  |
| **Step 2**  If behaviour continues beyond 15 minutes lost playtime in the same session, then the child should be moved to Step 2. However, some behaviours are deemed Step 2 in themselves (more serious and wilful). Sometimes there will not even be a warning given, but if it is it will be because the child has shown instant remorse.  Step 2 is **always recorded in G2 and reported to parents** **by the class teacher.**  After 2 incidents of Step 2 (or 2 G2 entries) within a term, the Phase Leader (or DHT if it is a PL class) needs to be alerted so that the teacher, Phase Leader and parent can discuss how close this is getting to a Step 3 situation. At this point a Behaviour Tracker Chart will be put in place so parents are provided with daily feedback. A meeting should be arranged between the class teacher, Phase Leader and parent for one week later to review the situation. **If a child has 3 Step 2 incidents in less than a term then they move to Step 3.**   |  |  |  | | --- | --- | --- | | **Continual or wilful** | **Examples** | **Possible Consequences** | |  | Behaviour at Step 1 that have continued  Intentionally hurting someone or being unkind  Intentional rudeness or disrespect  Wilfully damaging another person’s property or school property  Use of inappropriate language in school  Deliberately and purposefully refusing to carry out an adult’s instruction | Removal from the lesson if they are disrupting learning  Loss of lunchtime (as soon as possible following the event) – approximately 45 minutes with a Phase Leader or DHT  **G2 entry by teacher – note it is Step 2 in text box**  Discussion with parents  A discussion must be held about why the behaviour is unacceptable. The child is expected to lead this with the teacher and PL or Deputy present. Verbal apologies must be given and the adults may decide a written apology is also required.  An opportunity to re-build the relationship must be given. |   **Step 3** |  |
| Step 3 are the most serious incidents we would expect to encounter in school. Anyone found to have been bullying, or persistently disruptive to learning or aggressive/violent, over a period of time will also register at Step 3. **Children who have been recorded at Step 2 three times in less than a term will automatically move to Step 3.** |  |
| |  |  |  | | --- | --- | --- | | **Continual or wilful** | **Examples** | **Possible Consequences** | |  | Serious violence towards another person  Wilful destruction of property  Extreme rudeness, disrepect or very bad language  Attempting to leave the school  Bullying  Disregard for authority – not complying with a senior member of staff’s instruction | Immediate referral to DHT/HT  **Suspension of all playtimes/lunchtimes** (including school clubs/events such as discos and parties) **for at least 2 days**  **or An internal exclusion not in the child’s own classroom**  Parents and carers informed and a meeting scheduled (Structured Conversation which is reviewed at least fortnightly, or until behaviour is rectified)  **G2 entry by teacher – note it is Step 3 in text box**  A Risk Assessment and/or Behaviour Management Plan/Positive Handling Plan may need to be devised  Support offered to parents, child and teachers via EHA, Pastoral Support, coaching, Parenting etc.  Consultation with outside agencies to support and challenge school procedures and practices  Fixed term exclusion | |  |
|  |  |

**Step 4**

**If a child has reached Step 3 on three occasions in less than a term they will move to Step 4.**

At this point the HT will lead the Behaviour Management process. The HT will consult with outside agencies and parents as necessary to consider a managed move to a more appropriate setting, or a Permanent Exclusion.

Our priority is the safety and well-being of all children, including the child whose behaviour is causing concern. Every effort will be made, both in school and with external agencies to support all children in managing their behaviour. We fundamentally believe that all children want to please and behave well in school. As professionals, we need to recognise the factors that are affecting a child’s ability to do this and find ways to overcome these barriers. That said, the onus is equally shared between the school, parents/carers and the child to show their full commitment to improvement. A child is unlikely to escalate to the higher levels when all stakeholders are working hard to support each other.

**Appendix 2**

**Behaviour Steps – Midday Supervisors Version**

In isolation, Step 1 behaviours are not cause for concern, but children need to understand that they interfere with the Russell Rights so must not continue.

Reminders will be given and phrased as a choice between correcting behaviour, or facing the consequence. ‘Stop using the equipment inappropriately or you will have to put it away.’

If no improvement is seen then the consequence will be applied. This should happen the same day if at all possible. If not, the very next playtime.

Step 1 is not recorded on G2, but a MDSA should report this to the teacher, who may decide to inform parents and ‘check in’ with the MDSA regarding behaviour for the next few days.

Step 1 can be ‘upgraded’, if the behaviour continues in the same session. ‘You have already had to put the equipment away and you still cannot play nicely, now you can hold my hand for 5 minutes.’ Or, ‘You have already held my hand for 5 minutes because you were play fighting, you have carried on when I told you to stop so now you can hold my hand for 10 minutes.

**Step 1**

|  |  |  |
| --- | --- | --- |
| **‘Forgetting’ rules and being reminded** | **Examples** | **Possible consequence** |
| **Initial:** | Play fighting  Rough play such as pulling on clothes, pulling to the ground, shoving and pushing  Annoying behaviour  Low level rudeness or disrespect to an adult or child  Not doing what an adult has asked | Having to put equipment away  Having to stay in Nathan’s Garden (or similar restricted zone)  Having to hold a member of staff’s hand for 5 minutes  Time out – sat or stood alone with no interaction for 5 minutes  An apology must be made and an opportunity to re-build the relationship given |
| **Escalation:**  Repeated (to a maximum of 2 further times) | As above | Increase time holding hand or in time out missed at a playtime by 5 minutes **each time**  Speaking to the class teacher at the end of the lunchtime  An apology must be made and an opportunity to re-build the relationship given |

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| --- | --- |
|  |  |
| **Step 2**  If behaviour continues beyond 15 minutes lost playtime in the same session (by hand holding or time out), then the child be moved to Step 2. However, some behaviours are deemed Step 2 in themselves (more serious and wilful). Sometimes there will not even be a warning given, but if it is it will be because the child has shown instant remorse.  Step 2 is **always recorded in G2 and reported to parents** **by the class teacher, with a note in the text box to say ‘Step 2’**  After 2 incidents of Step 2 (or 2 G2 entries) the Phase Leader (or DHT if it is a PL class) needs to be alerted so that the teacher, Phase Leader and parent can discuss how close this is getting to a Step 3 situation.   |  |  |  | | --- | --- | --- | | **Continual or wilful** | **Examples** | **Possible Consequences** | |  | Behaviour at Step 1 that have continued  Intentionally hurting someone or being unkind  Intentional rudeness or disrespect  Wilfully damaging another person’s property or school property  Use of inappropriate language in school  Deliberately and purposefully refusing to carry out an adult’s instruction | Removal from the lunch session by Phase Leader, DHT or HT  Loss of lunchtime (as soon as possible following the event) – approximately 45 minutes with a Phase Leader or DHT. If there is not enough lunch left then it will take place the next day  Discussion with teacher/parents  A discussion must be held about why the behaviour is unacceptable. The child is expected to lead this with the teacher and PL or Deputy present. Verbal apologies must be given and the adults may decide a written apology is also required.  An opportunity to re-build the relationship must be given. |   **Step 3 and 4 continue as for the main policy** |  |
|  |  |

Appendix 3

Behaviour Chart – Class

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 0 |  |  | | |
| Step 1 |  | Lose 5 minutes play | Lose 10 minutes play | Lose 15 minutes play |
| Step 2 |  | Loss of 45 minutes of lunchtime | | |

Appendix 4

Behaviour Chart – Individual \*Please use smiley face or sad face (no straight faces) and initial after each session\*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| W/C |  | | | Name: |  | | | |
|  | Lesson 1 | Lesson 2 | Break | Lesson 3 | Lunchtime | Assembly | Lesson 4 | Lesson 5 |
| Monday |  |  |  |  |  |  |  | \* |
| Tuesday |  |  |  |  |  |  |  | \* |
| Wednesday |  |  |  |  |  |  |  | \* |
| Thursday |  |  |  |  |  |  |  | \* |
| Friday |  |  |  |  |  |  |  | \*\* |
| \*  \*\* | Comment now to be made at the bottom for parents  Show DHT/HT for comments | | | | | | | |
| Feedback to  Parents (Daily) | Comments: | | | | | | | |
| Monday |  | | | | | | | |
| Tuesday |  | | | | | | | |
| Wednesday |  | | | | | | | |
| Thursday |  | | | | | | | |
| Friday |  | | | | | | | |