



Behaviour Policy

In this policy the use of the word 'parent/s' refers to any adults with parental responsibility.

Rationale

At Regent Farm First School we believe that behaviour management should be focussed on rewarding positive behaviour, raising the self-esteem of our children and helping them learn how to take responsibility for their own actions.

It is important that this policy is read alongside the policies below:

- Safeguarding
- Anti-bullying
- Equal Opportunities policy

Our aims and guidelines

By encouraging, rewarding and anticipating good behaviour, we believe that we create a safe and nurturing environment for our children. Children are encouraged to take responsibility for their behaviour, attitude and actions and understand the impact and consequences of those choices. These values go with them into the wider world where they can make sensible choices and enjoy a positive outlook for their futures.

Aims:

- To develop mutual respect between the members of the school community.
- To encourage good manners and increase awareness of a code of acceptable behaviour.
- To develop self-awareness of how actions and words are perceived by others.
- To build in children an ability to manage their feelings and to act to avoid conflict.
- To keep all children motivated through a consistent system that rewards positive behaviour.

- To develop empathy in children so they understand why people behave the way they do in certain situations.
- To develop social skills which enable children to discuss with their peers difficult and challenging issues.
- To encourage the development of self-discipline.
- To encourage tolerance and celebration of difference so all groups feel equally valued.

Guidelines:

- Adults should demonstrate mutual respect as an example to the children.
- There will be a fair and consistent approach to unacceptable behaviour. Staff should use a common sense approach and deal with incidents in a timely and appropriate manner.
- Positive behaviour and good manners should be praised and held in high esteem.
- Children should be encouraged to reflect upon their actions.
- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.

Roles and Responsibilities

1.The Governing Body

In accordance with guidance, the governing body will ensure that the following areas are included in the behaviour policy:

- Screening and searching children
- The power to use reasonable force or make other physical contact
- The power to discipline beyond the school gate
- Pastoral care for staff accused of misconduct and
- When a multi-agency assessment should be considered for children who display continuous disruptive behaviour

2. The Head Teacher

- In accordance with statutory guidance the Head Teacher will, work with staff and governors to:

- Promote good behaviour, self - discipline and respect
- Prevent bullying
- Ensure that children complete assigned work
- Regulate the conduct of children.
- Ensure pastoral care for school staff

Procedures

1. The Jenny Mosley Golden Rules are at the heart of our school ethos and should be followed by all adults and children who are part of the school community.
 - We are gentle, we don't hurt others.
 - We listen, we don't interrupt.
 - We are honest, we don't cover up the truth.
 - We are kind and helpful, we don't hurt the feelings of others.
 - We look after property; we don't waste or damage things.
 - We work hard, we don't waste time.
2. Assemblies, stories, PHSE sessions and circle time reinforce the meaning of these rules as well as ongoing dialogue between staff and children.
3. Parents are made aware of the Golden Rules through the Home/School behaviour agreement that they sign. (please see Appendix 1)
4. Our behaviour management system seeks to reward good behaviour and the below chart is used in each classroom.

Reach For The Stars

The Reach for the Stars system we use in school assumes a high level of good behaviour, responsibility and self-discipline. Each day children begin on the green planet (Earth). The emphasis is on keeping on our green planet by following our school rules and showing our core values. Children can 'reach for the moon and stars' if they go above and beyond or show repeated examples of our school values. Children can also be moved onto the amber planet if they

| Reach for the Stars | |
|---|---|
| Rainbow Shooting Star |  |
| Reach for the moon |  |
| Planet Earth – Green - Children start here every day |  |
| Amber Planet |  |
| Red Planet |  |

are struggling to follow our rules; it is hoped this will give children an opportunity to reflect and change their behaviour thus moving back to Earth. If needed, there is a red planet. Children will find themselves on this planet for repeatedly breaking school rules or a major misdemeanour. At this time children will be seen by a member of SLT and parents will be informed.

Circle Time

Circle time should be integrated into the daily practice of all classes in school (this does not mean that circle time must happen daily but that it can where the need is great). During these sessions' children can discuss any issues that are concerning them including issues such as bullying, making friends and feeling hurt. The sessions provide the children with an outlet for feelings of injustice. Circle time also enriches the children's vocabulary to enable them to describe how they are feeling. The children of Regent Farm First School are actively encouraged to calmly discuss feelings of anger with teachers to avoid retaliation in the yard or against other children.

Positive Playtimes.

At the end of break or lunch the class teachers are informed by those adults on duty of any incidences or good behaviour that have occurred. It is our policy that staff members who are on the yard at the time of the incident deal with the incident and award sanctions or rewards to the children (this may be done after consultation with the class teacher) so that the outcome for the child is consistent and incidents are dealt with swiftly and effectively. All Lunchtime Supervisors have positive playtime training and receive regular updates with a member of senior leadership team of developments in strategies. When the weather is inclement and the children are required to remain inside, each class should be provided with suitable activities by the class teacher.

Awards System

Children are verbally praised for good behaviour and may be used as examples of ways in which we expect them to behave. On our 'reach for the stars' chart, children may move onto the moon or reach the shooting rainbow star; at this time a mini certificate home is given to the child by the class teacher so parents can help celebrate this success at home.



Stickers and stamps are also used as rewards for good behaviour, some of which detail the rule that the child has kept.

Golden tickets can be given by any adult in school at any time. They can be used as incentive e.g. “There are golden tickets on offer for children who complete the task” or in response to good behaviour e.g. “Well done for keeping that Golden Rule, here is a golden ticket as a reward.” At the end of the week the class teacher will choose a ticket from the box and the winner will receive a prize from the class rewards box.

During a weekly assembly, one certificate per class will be given out formally; parents are invited to join in this celebration assembly. These certificates are given for showing examples of our core school values.

- Ray’s Award for being respectful
- Tag’s Award for demonstrating effective teamwork
- Dee’s Award for determination and perseverance when faced with a challenge
- Cog’s Award for showing curiosity in learning



Respect



Teamwork



Determination



Curiosity

Where class teachers see fit, children can visit the Head Teacher/ Deputy Head Teacher to receive a special sticker/postcard/award. This can be done as an informal drop in or can be a planned visit.

The Regent Farm Pride Award is also awarded weekly for two children across the school to celebrate academic success and pride in a piece of work. The children are awarded with a Golden Star badge.

Early Years

In Early years the children learn the school golden rules too! We use puppets and stories to find out about why it is important to have rules and the children are encouraged to talk about what happens in the stories and why. We promote good behaviour for early skills such as tidying up, being kind to others, working hard and being helpful. We use stickers, high fives and thumbs up as

instant rewards. If a child's behaviour becomes more challenging consequences are instant and short term so that the children understand what they have done wrong. The adults in Early Years are there to support the children wherever they can and will always talk things over with the child. Our system is similar to KS1 and KS2 so that there is consistency throughout the school:

Step 1: A verbal warning is given

Step 2: Name moved to amber planet and child given time to reflect and improve behaviour to move back to Earth.

Step 3: Time out- A safe space within the classroom where the child can calm down and reflect on their behaviour. This is usually 5 minutes for reception or 3 minutes for nursery.

Step 4: Name moved to red planet.

Working alongside parents we also use sticker charts to help with a specific area of behaviour if extra support is needed.

Consequences and Sanctions

Consistent and positive reinforcement of good behaviour is the best way to help children develop as responsible, moral citizens, however, there will inevitably be occasions when children, for whatever reason, do not conform to the rules and there is therefore a need for sanctions and consequences. In line with statutory guidance, including Section 91 of the Education and Inspections Act 2006, the authority to discipline children extends to all paid staff with responsibility for children throughout the school.

- **Within the School Grounds**

At times of conflict, the staff help the child feel in control by intervening calmly, acknowledging feelings of the children involved, gathering information about what has happened, asking for ideas about solutions and negotiating how to move forward. It is important that in classrooms the following model be used in hierarchical order and that at all times staff emphasise that a golden rule has been broken.

1. Early intervention to eliminate the problem before it has begun (e.g. planning seating arrangements/activities to ensure most effective behaviour for learning)
2. Non-verbal sign
3. Verbal reminder of unacceptable behaviour to the individual (or if necessary the class)
4. Child's name moved onto the amber planet

5. Loss of 5 minutes of breaktime (up to a maximum of 15 minutes)
6. Child's name moved onto the red planet
7. Verbal reprimand from SMT member
8. Loss of lunchtime
9. Discussion with parents - Assistant Head Teacher/Deputy Head Teacher/Head Teacher
10. Meeting with Head Teacher (including consideration of a multi-agency assessment where child displays continuously disruptive behaviour)

Behaviour Logs are kept by the class teachers (via CPOMs which is a secure online safeguarding system used in schools) and the Head Teacher. Staff should pass on incidents they feel warrant formally recording. Behaviour logs are shared with the Chair of Governors regularly.

If an allegation of bullying is made, or staff believe a child may be being bullied, the procedures set out in the Anti-Bullying policy will be followed immediately. A thorough investigation will take place by a member of the Senior Leadership Team and notes will be made throughout. The outcome will be discussed with parents and the child and appropriate sanctions put in place if incidents of bullying have occurred.

- **Use of reasonable force**

As a last resort, when children are putting themselves or others in immediate danger staff may use reasonable force to discipline a child. Reasonable force or restraint (to hold back physically or to bring a child under control) may be used to prevent a child from committing an offence or damaging property and to ensure that classroom order and discipline is maintained.

It should be noted that guidance on reasonable force should be adjusted, as is considered reasonable by a member of staff, to consider the physical or learning needs of a child. Staff do not require parental consent to use force upon a child, however, we will inform the parent when restraint has been used.

- **Power to search children without consent**

Staff may use reasonable force, in given circumstances, where it is feared the child may be concealing any of the following items:

1. Knives and weapons
2. Alcohol
3. Illegal Drugs
4. Stolen Items
5. Tobacco and cigarette papers
6. Fireworks
7. Pornographic images
8. Articles likely to be used to commit an offence, cause personal injury or damage to property.

- **Discipline Outside of the School Gates**

Where appropriate staff may discipline children outside of the school gates, when a member of staff witnesses non-criminal acts or behaviour and will cover instances where the child is:

1. Taking part in any school-organised or school-related activity
2. Travelling to or from school
3. Wearing school uniform
4. Identifiable as a child of the school

Or where misbehaviour could:

1. Have repercussions for the orderly running of the school
2. Poses a threat to another child or member of the public
3. Could adversely affect the reputation of the school

Any serious behavioural incident in school is recorded using the CPOMs system. If children have used violence towards peers or staff additional records are kept by the HT.

Fixed-term and permanent exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil 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 pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

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

The governing body itself cannot either exclude a pupil 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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She 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 of incidents of misbehaviour. The teacher records minor classroom incidents. The Head Teacher records incidents where a child is those sent to him/her on account of bad behaviour, racist or homophobic behaviour. The behaviour records the details of the incidence, what was done to help the child make the correct choice on the next occasion and where appropriate details of how the incident is followed up by senior leaders.

Serious examples of poor behaviour and continued patterns of poor behaviour are also recorded on the school CPOMs system. We also keep a record of any incidents that occur at break or lunchtimes.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, 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.

Accusations against a member of staff

Any allegations of abuse, against a member of staff, are dealt with extremely seriously (see safeguarding policy).

During the process of dealing with an allegation against a member of staff, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is investigated (in accordance with the Department for Education guidance). Suspension will not be used as an automatic response, when an allegation has been reported.

Appendix 1 – Home School Agreement

Children will try to:

- follow our core school values of respect, determination, teamwork and curiosity
- be ready and willing to learn and do their best
- listen to others and to follow instructions
- to stand up for what is right and to think through what they say and do carefully
- allow others in class to learn effectively
- speak politely and to be honest
- show self control and behave in a sensible manner
- support and care for everyone in the school
- take care of their own appearance and belongings and the property of others
- set a good example to others
- follow the school rules
- make every effort to complete home tasks on time and to the best of their ability in the set time given

Signed: _____

Child

At Regent Farm First School, it is important that parents, pupils and staff respect each other and work together to achieve the highest possible levels of success for all pupils.

Why do we need a Home School Agreement?

- It acts as a reminder of commitments.
- It underpins the school's ethos and stated beliefs.
- It acts as a clear starting point for new pupils, their parents and the school staff.



Home School Agreement



At Regent Farm we pride ourselves on setting high standards and expectations of outstanding behaviour. By encouraging, rewarding and anticipating good behaviour, we believe that we create a safe and nurturing environment for our children. As well as staff investing time to explain and model our standards of behaviour, children at our school are encouraged to take responsibility for their own behaviour and actions. We hope that, as they move on through their education and out into the wider world, they can hold onto these values and make sensible choices with regards to their conduct and enjoy a positive outlook for the future.

Our positive reinforcement system is carried on throughout school and is followed by all members of our team, in order to ensure a consistency and familiarity throughout the school day.

We encourage both adults and children in our school to follow 6 simple golden rules, and believe that, if we base every decision on these rules, then our school will remain a wonderful place to learn and grow.

Golden Rules

We are gentle. We don't hurt others

We are kind and helpful. We don't hurt anybody's feelings.

We listen. We don't interrupt.

We are honest. We don't cover up the truth.

We work hard. We don't waste our own or others' time.

We look after property. We don't waste or damage things.

We also link our behaviour systems in school to our four core values: respect, teamwork, curiosity and determination (each represented by an alien)



The school will aim to:

- treat all children fairly and keep them safe and happy
- provide high quality teaching and support by means of a rich and innovative curriculum, taking account of the children's individual needs
- encourage children to be self-motivated, curious and enthusiastic learners
- challenge and support all children reach their full potential
- teach children to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need
- show children how to develop a sense of responsibility, independence and self-esteem by emphasising that they are each unique and valued
- show children how to be thoughtful, kind, caring and to speak politely to all children and adults
- encourage children to understand their role in the wider community
- communicate effectively with parents about general school issues, work done in school and the progress of their child
- listen openly to children's/parents' problems and concerns connected with school work or relationships
- be welcoming and provide opportunities for parental involvement in school life

Signed: *H. Moore*

Head Teacher

Parents/Guardians will aim to:

- ensure their child comes to school every day, on time and prepared for learning
- ensure their child attends school in term time unless they are ill
- ensure their child is wearing the correct school uniform
- collect their child punctually, and advise the school if they are going to be late or if there is a change to the pick up arrangements at the end of the day
- inform the school of any issues which might affect their child's work or behaviour
- encourage good behaviour, politeness, self respect and for children to follow school rules
- support children with their reading, spelling and other homework
- support school ethos and core values
- be available to have a meeting with adults in school about any challenges in learning and behaviour
- attend parents' evenings and be available to discuss any other needs when contacted
- follow the school policy and procedures relating to the use of mobile devices and media
- ensure careful and considerate parking at the school entrances and respect safety regulations on school premises
- speak to all school staff in a calm, respectful manner

Signed: _____

Parent



Appendix 2

Regent Farm First School

Behaviour – Guidelines and Procedures - Playtime and Lunchtime

Most accidents and most incidents of unacceptable behaviours occur during break periods. Vigilance by supervisory staff will help reduce accidents and incidents of unacceptable behaviour.

DON'T WAIT FOR IT TO HAPPEN, LOOK FOR SIGNS OF DEVELOPING INCIDENTS OR PLAY LIKELY TO CAUSE AN ACCIDENT AND TAKE PREVENTATIVE MEASURES.

Teachers on duty, and lunchtime supervisory staff should walk about the playground and not allow individual or groups of children to distract their attention for any length of time.

Teachers on duty should be in the playground at the beginning of playtime. Teachers not on duty should remain with their class in the playground until the teacher(s) on duty arrive.

At the end of playtime the teachers not on yard duty should arrive promptly to bring their class back into school. Staff on duty must wait in the yard until the last class has been collected.

Minor disputes should be dealt with swiftly at playtime, to avoid the pace of lessons being affected. The teacher(s) on duty should report any **serious** incidents of misbehaviour by a child to that child's class teacher.

Regular staff meetings will be held to discuss discipline/behaviour and agreed ways of dealing with children presenting behavioural difficulties during play time/lunch time so that a common approach can be developed and implemented.

Reach For The Stars

Our behaviour system – displayed in every classroom – is called ‘Reach for the Stars’. It has been devised to help motivate children and reward those little acts of kindness that mean so much to life at school.



Each day the children start on Earth, our green planet. If children stay on Earth we are happy and we encourage parents to celebrate this at home. There will be times when a child moves to the moon; this means they have done something above and beyond with their work or

attitude in school. At the end of our chart is a rainbow shooting star; children might move here if they have shown tremendous effort or repeatedly demonstrated one of our core values. If a child reaches the shooting star they will come home with a mini certificate so parents can praise this achievement at home.

At Regent Farm, we also acknowledge that sometimes mistakes happen and children may not follow school rules. Helping support children through these mistakes/behaviour helps teach them about boundaries, rules and how to show respect to others. Therefore, every classroom also has an orange and red planet. If a child breaks school rules they will find their name moved onto an orange planet and will have time to change their behaviour prior to moving back to Earth. If a child continues to break rules or hurts their peers they will find their name on the red planet. At this time, they will speak to a member of the senior leadership team and parents will be notified at the end of the day.

| Reach for the Stars | |
|---|--|
| Rainbow Shooting Star | |
| Reach for the moon | |
| Planet Earth – Green - Children start here every day | |
| Amber Planet | |
| Red Planet | |

We hope this behaviour system will motivate and inspire the children but it also recognises that every day is a fresh start and, even if things go wrong, we apologise, move on and learn from our mistakes.