

Red Hill C of E Primary School

Behaviour Policy



Amendment history

Date	Issue	Status	Reason for Amendment	Person responsible
Spring Term 2023	1		New policy needed in line with zone boards	
September 2023	2	updated	Trauma Informed additions	
March 2024	3	updated	Severe behaviour clause Searches & restraint	

Our Vision

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated.

Ephesians 2:10- *God created you to be amazing.*

Introduction

Our behaviour policy is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."

Our Behaviour policy aims to:

(school values are highlighted in bold type)

- foster a positive environment based on **love, friendship, responsibility**, in which all children can flourish and reach their full potential
- develop relationships based on **respect**, between all members of the school community, including parents and members of the Governing Body
- Give children and staff **hope** in the potential of every child, understanding that we are all a 'work in progress'.
- Promote **perseverance** when things don't go the way in which we think they might
- raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways)
- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders

Our spiritual values are reinforced on a daily basis through worship times often led by our **CREW** (Christian worship & RE) team, **class values reflection** times and RE days.

They are:

Friendship Love
Respect Responsibility
Perseverance Hope

As a direct consequence of the Behaviour Policy:

Children will:

- build strong relationships and friendships
- experience what it means to live as a member of an open and forgiving community.
- Have opportunities to be courageous and resilient
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through pupil leadership and whole school meetings)
- feel safe at school; the right to learn and the right to be respected and to have fair treatment
- To stay safe using the internet children are taught about acceptable use of the internet and have to sign an agreement.

All staff including teachers, teaching assistants and lunchtime supervisors will:

- model our school values knowing that there is a new beginning in their relationships with both adults and children.
- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- develop personally and professionally

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the Golden Rule, the school's values and the Behaviour Policy
- Be given time to reflect on the policy in parent voice meetings and consultations.
- be confident that their child is developing personally, socially, spiritually, morally and academically
- be offered opportunities to explore further the schools' values at home through the publication such newsletters and weekly school celebrations when we illustrate the school values.
- feel welcome in school to discuss their child's progress in a positive environment.

Every day School expectations (Green on zone board)
Golden Rules

Be the best version of yourself you can be:

Be polite at all times.

Listen to others & follow instructions promptly.

Look after your own and school property.

Keep your hands, feet and unkind words to yourself.

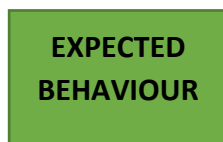
Always tell the truth.

Show our school values.

The Zones

Every child has their name on the class zone board. The zone board is used alongside positive reinforcement.

1) **Green zone**



The majority of children will remain on the green area of the zone board. This is because they have been following the expectations **consistently**. At the end of every school day, those children who have remained on green all day will receive a sticker from the class teacher.

2) **Amber zone**



Occasionally children will need a reminder of behaviour expectations in school. If a child needs reminding twice of our expectations they will be told to move their name on the zone board. If a child demonstrates that they can follow the

expectations and rules, they can go back to the green zone. The child may/may not need some 'time out' whilst on the Amber zone in order to reflect and make the right choices to move back to the Green zone. Time out may be taken in another class setting or outside the classroom area.

3) Red Zone



If a child continues not to follow the expectations, they will be requested to move their name to the red zone. There may be rare occasions where a child's behaviour will take them straight to red e.g. physical fighting and verbal abuse. Once a child is on the red zone, they will miss up to 15 minutes playtime (other consequences may be actioned also depending on the severity of the action). They will also visit the Headteacher or Deputy Head teacher to discuss their actions where further consequences may be given. Parents will also be informed

All incidents will be recorded in the behaviour log (CPOMS).

When a range of sanctions has not led to improvements in behaviour, there may be a need to consider a Personal Behaviour Plan and or either a fixed term or permanent exclusion. The Head Teacher has the power to exclude. In the absence of the Head Teacher, this power goes to the Deputy Head Teacher. See Severe Behaviour clause within this policy and the Exclusion policy.

BRONZE REWARD:



If a child is showing behaviour which is better than the expectation, they will receive move up to the bronze section of the zone board. When a child moves to this section, they will be rewarded with a bronze sticker by their class teacher.

SILVER REWARD:



If a child achieves a personal goal or learning activity beyond the expectation, they will move onto the silver zone of the zone board. When a child receives this award, they will visit the Head Teacher to be given a Silver Sticker and a prize from the 'silver prize box'.



GOLD REWARD:

If a child who achieves a 'WOW', something **exceptional** in their learning, they will receive a Gold Award and move onto the gold zone of the zone board. When a child receives this award, they will have their name placed into the class Golden Box as well as visiting the Head Teacher to receive a Golden Certificate to take home, a head Teacher award sticker and a prize from the 'golden prize box'.

Golden tea

Each half term, the class teacher will select a name (at random) from the class Golden Box. The selected named children will then join the Head Teacher for Golden Afternoon Tea! It is important to understand that Silver and Gold awards are for moments which are 'above and beyond' the expectation, something to strive for!

SEND adoptions

For those children with a Special Educational Need, where needed, they will have their own individual zone board with their own bespoke rewards. This will complement the whole school approach.

Weekly Congratulations Collective worship

In addition to the zone boards, each week we will celebrate achievements as follows across the school. Parents will be invited to attend.

- Writer of the week certificate
- Mathematician of the week certificate
- Reader of the week certificate
- Values champion of the week certificate
- Handwriting hero/heroine certificate
- Pen license awards - this will be given out to children who show consistently neat and joined handwriting from y3 upwards. They will receive their pen license and their handwriting pen.
- Outside achievements

House points

All children are members of one of our four houses:

Fort Royal (Green)

Commandry (Red)

Cathedral (Yellow)

River Severn (Blue)

Children are rewarded with house points if they demonstrate our school Christian values eg. Showing respect by opening doors. House points are displayed on classroom charts and then weekly totals are announced during congratulations worship. Once a term, the winning house will receive an additional reward which has been suggested by the children and then decided by the Pupil Leadership Team. Each house will have a Team Captain, usually a Y6 representative.

Marble Jars

Classes also have a marble jar in which children can earn marbles as a class and as individuals. Once the jar is full, they will receive a class-based reward eg. A pj day etc.

Whole school responses to difficult behaviour

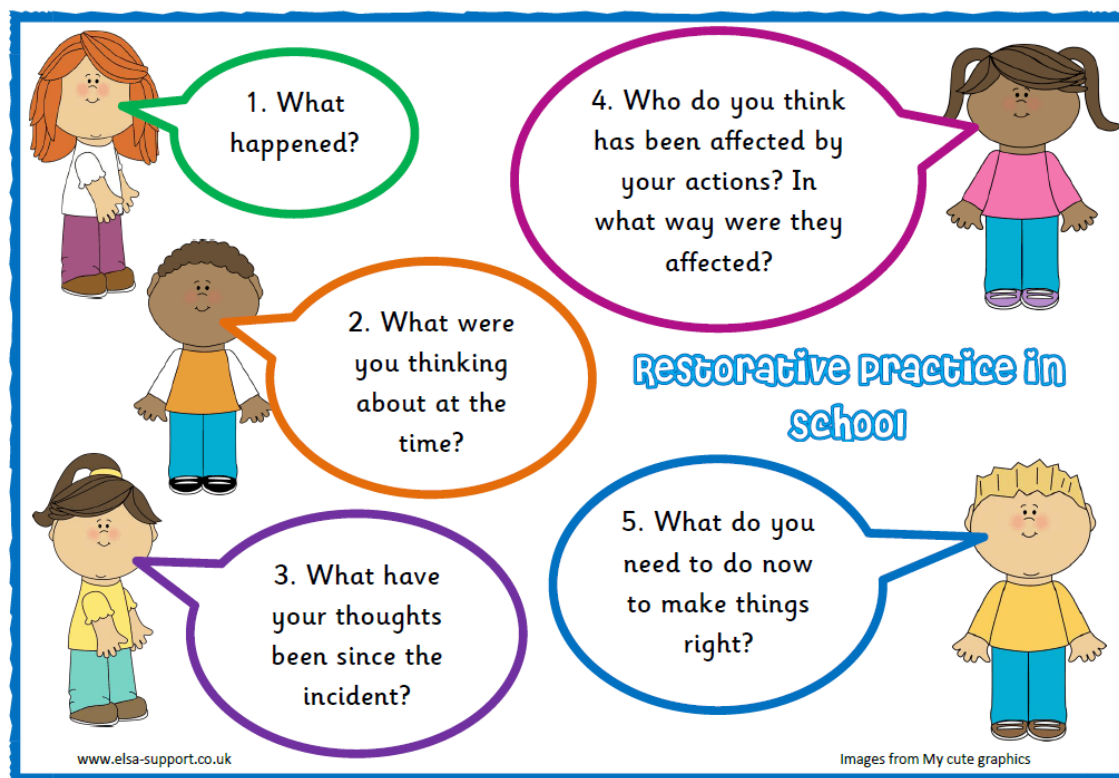
We use the PACE approach as detailed below:

EdPsychEd **PACE** How to build connections between adults and children

<h3>Playfulness</h3> <p>Light-hearted and reassuring manner Open, calm and engaged attitude Allows young person to relax Less defensive and more reflective</p> 	<h3>Acceptance</h3> <p>Unconditional acceptance of thoughts, feelings and struggles Normalising emotions and providing affirmations</p> 
<h3>Curiosity</h3> <p>Support development of Self-Awareness so young person can identify reasons behind their own actions</p> 	<h3>Empathy</h3> <p>Show compassion Being present in the moment to understand experiences as the child does</p> 

Restorative Language

We follow restorative language to address behaviours which are challenging where we separate the person from the behaviour choice. The below diagram of language is not exhaustive;



Other examples for staff;

- Talk and I will listen
- Let's solve this together
- Let's have a walk together until you feel better/calmer
- I am listening
- I care about you
- We all make mistakes
- How you feel matters
- You don't seem yourself
- It's not like you to...
- How can we solve this together?

Severe Behaviour Clause

If a child is consistently struggling with their behaviour then a severe behaviour clause will be implemented. Any child who also displays severe behaviour will be fast tracked to a severe behaviour clause and by-pass other steps.

Outlined below are the consequences for severe behaviour in school;

1. The child will be sent to a phase leader, Deputy Headteacher and the Headteacher for a discussion about their behaviour
2. A behaviour plan may be written with clear targets and steps. A behaviour plan meeting will take place with parents

Detention

A detention is a consequence where a child is expected to remain under the supervision of a staff member when their peers have been allowed to do to break or lunch. Parents will be informed of the detention on the same day.

Removal from class/internal inclusion

In a few cases following a severe behaviour incident, there may be a need to consider either a removal from class, suspension or permanent exclusion as an immediate consequence. A removal from class/internal exclusion is where a child will be required to spend a limited amount of time out of the classroom (this will be decided by SLT). This is deemed to be a serious consequence. Children will be given a comfort break and the opportunity to walk in the fresh air during the day. Parents will be informed the same day if a child has been removed from the classroom. This decision is made by the Headteacher in conjunction with the senior leaders. In the absence of the Headteacher, the Deputy Head will act.

Exclusions

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Exclusions will be used when there is a:

- Serious breach of the school's rules, values or policies.
- Serious risk of harm to the education or welfare of the individual pupil or others in the school. This can either be a very serious incident or the repetition of serious incidents.

Any exclusion will be at the decision of the Head Teacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Suspension and exclusion

Suspension

Suspension is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the incident. During this time, the child must not be seen in public during school hours.

Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Head Teacher will consult with senior leaders and the Chair of the Governing Body as soon as possible in such a case.

In the event of any Looked After children being suspended or excluded the local authority Looked After team will also be informed.

Off-site visits

School reserves the right to exclude a child on any off-site trips/visits if their behaviour in school is deemed to be inappropriate and unacceptable.

Restraint and physical intervention

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. If staff become aware of, or have a need to become involved in, situations where a child may be at risk of committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils, staff may need to take steps to intervene physically. In these circumstances, staff who have had the appropriate Team Teach training will follow the school's policy for dealing with such situations. These will be recorded in the Bound and Numbered book.

Confiscation and searches

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. The Headteacher, and in their absence another member of the Senior Leadership Team authorised by the Headteacher, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below. List of prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vapes
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property of any person (including the pupil).

The authorised member of staff may search the pupil's outer clothing, pockets, possessions or locker in the presence of another member of staff and the pupil. Any incident of a search of a pupil or their possessions is recorded on our school safeguarding system, CPOMS.

Monitoring of behaviour

The monitoring of behaviour takes place by the Assistant Headteacher each week. All incidents are recorded on the electronic recording system (CPOMS) and these are shared with Senior Leaders and Phase Leaders. Regular analysis will highlight any children who are struggling to make the right choices independently, enabling support to be put in place to meet their needs. A summary of incidents is shared with the extended leadership team and Governing Body each term.