



REDHILL PRIMARY SCHOOL

Behaviour Policy

September 2020



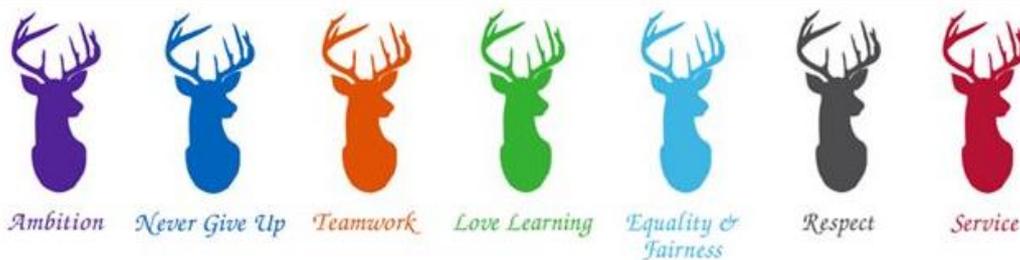
Policy statement

We believe that we flourish best when our personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for our behaviour.

As we develop, we learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires role model guidance to help encourage and model appropriate behaviours and to offer intervention and support when we struggle with conflict and emotional situations. In these types of situations key people can help identify and address triggers for the behaviour and help us reflect, regulate and manage our actions. The support of these role models mainly evolves around our **ANTLERS**.

Our Values:

At Redhill we have the following values are our guiding principles – we talk about ‘**USING OUR ANTLERS**’.



Everyone is encouraged to be mindful of our values & ensure their actions & decisions embody them.

Our School Rule:

Our School Rule is: Ready, Respectful, Safe.



Our rule encompasses the positive behaviours we consistently endorse and expect from everyone at Redhill. By following this simple rule in every aspect of our school lives, we can all achieve our best, enable others to achieve their best and achieve physical and mental well-being.

The Redhill Way:

Excellent behaviour is underpinned by strong relationships, high quality teaching and learning and positive recognition. In order to achieve this we have set expectations for all members of our community & their behaviours.

All staff, every day will :

Model respectful, positive behaviour
Behave Calmly
Behave consistently

All staff, every day will follow routines:

Meet & Greet
Promote Wonderful Walking
Use Freeze to the Whistle
Develop Legendary Line Ups
Use silent signals of 1,2,3

All staff, every day will teach behaviour by:

Being a positive Role Model
Remain Calm
Praise in Public
Remind in Private

All staff, every day will use consistent phrases:

I've noticed that
Remember our rule is Ready, Respectful, Safe
This is the third I have spoken to you about...
Can I remind you about...(previous good behaviour)
Thank you for using your (__ Antler/Wonderful Walking/ Responding to...)

All staff, every day will give:

Reminders of the school rule (A Drive By Reminder)
Privately Caution (Giving a 2 minute 'take up' time)
Give a last chance with reminder of the consequence
Issue the consequence if needed followed by
Time to Repair

All staff, every day will respond calmly:

'I understand that...'
'I need you to...'
'May be you are right, I need to...'
'Be that at it may...'
'I have often though the same...'
'I hear what you are saying...'
'I can see you need some time'
Let me help you

All staff, every day will Restore & Repair by using strategies such as:

How were you feeling on a scale of 1-10, how angry were you a scale of 1-10?
Why do you think you were feeling that way?
Imagine if...
Which Antler do you think you could have used?
How can you use your ____ Antler next time?
What could you have done differently?
Can I remind you of a time when you... (Positive example)?

All staff, every day will recognise people who use their Antlers by:

Awarding Dojos
Send positive messages home
Acknowledging with a Class Shout Out
Recognise Golden Antlers via the School Learner Council
Acknowledging when people wear their Golden Antlers
Hot Chocolate
Saying **THANK YOU**

Leaders

Will be a visible presence around the site,
Share and celebrate good practice.
Support colleagues with more complex negative behaviours

A serious breach in behaviour is treated as highly serious as it undermines others, affects learning and can affect the well-being of others. Examples of behaviours considered as a serious breach are:

- Persistent defiance and persistent refusal to follow instructions
- Persistently disrupting the learning of others
- Verbally or physically aggressive towards others
- Discriminatory behaviour
- Swearing
- Bullying
- Bringing in a banned item
- Deliberately breaking the rules following September 2020 return to school during the Covid-19 pandemic

If such behaviour occurs, a sanction will be determined by a senior leader after reviewing the incident. The sanction will include on or more of the following:

A meeting with parents, child, the teacher and an SLT member to discuss behaviours and address them. The meeting will usually be at the end of the day, but will be during the day if necessary. During Covid this could be a virtual meeting or by telephone if necessary.

- The School Dojo App plays an integral part in the process of communication with parents during this time.
- A Learning Report or a Lunchtime Report for a minimum of two weeks - this will be checked by SLT on a daily basis
- A change to break and lunchtime structure
- A prolonged period of time out of the classroom, if returning to the classroom may have an adverse effect on the learning and/or wellbeing of others, ie if child does not demonstrate class readiness

The school may discipline a student for any misbehaviour where the student is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing the school uniform.
- in some other way identifiable as a student at the school.

The school may also discipline a student for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school.
- poses a threat to another student or member of the public.
- could adversely affect the reputation of the school.

Where wilful damage has occurred parents will be asked to contribute to the cost of repair or replacement. Poor behaviour may result in the withdrawal of such privileges, such as participation in school trips, events and teams, which may also be appropriate.

When concerns arise:

Work should also be undertaken to identify any underlying reasons for the behaviour. A child may be suffering from trauma, grief or anxiety on return to school. They may have lost a family member or friend, be worried about leaving family or anxious about becoming infected and then infecting others. At the earliest signs of concern, there must be communication with safeguarding leads and parents and a pastoral plan in place. There must be consideration as to whether the behaviour might be related to a safeguarding concern, or be a safeguarding concern in itself, linked to a learning need or linked to trauma, anxiety or grief – making these links will enable the right path of support for the child to be followed.

Any discriminatory behaviour must always be recorded through My Concern, with DSLs/DDSLs adding information, actions and outcomes to the discriminatory log held in the office. The same method of recording must be followed for any bullying behaviour.

Any peer on peer abuse, including discriminatory abuse, must be thoroughly addressed, with follow up communicated with parents and children. There must be support in place for the victim and learning in place for the perpetrator, to understand the impact and to be able to make a sincere apology, with no repeat of the actions.

Strategies for individuals

- Children at risk of exclusion, who may display persistent poor behaviour, will have a behaviour plan that is shared with the pupil, parents and all adults working with the pupil. The pupil will also have their own behaviour targets to work on.

- There are always adults in school who will listen to and support pupils who are struggling with behaviour. This might be the class teacher, teaching assistant, learning mentor, inclusion manager or a leader. Pupils know that they can ask for help as a strategy for controlling their own behaviour.
- Contact with external agencies, such as Educational Psychologists, the Local Support Team, Midlands Partnership and Behaviour Support. Parents will always be consulted and consent sought prior to any engagement with external agencies.

Role of SENCO and Inclusion Manager

When behaviour records show that a child is persistently behaving inappropriately, staff will liaise with the SENCO or Inclusion Manager who may, following discussions with parents, place the child on the SEND register at the appropriate level and make referrals to outside agencies. A behaviour support referral and a pastoral support plan will then be devised by the Class Teacher and SENCO, again, in consultation with the parents and child. It may also be appropriate to complete a risk assessment. These actions will trigger a range of strategies to encourage positive behaviour from the child. Progress will be regularly monitored and assessed with rewards given for success.

Support from other agencies

There are many reasons why some pupils do not behave according to school rules and after a range of strategies have been tried by staff it is necessary to seek professional advice from other agencies, including:

- School Health Advisor (formally known as School Nurse)
- Malachi
- Social workers assisting the family
- Educational psychologist
- Education Welfare Officer
- SENSS (Special Educational Needs Specialist Service)
- First Response: we have a duty to report any concerns in terms of Child Protection and Safeguarding
- Behaviour Support Team
- CAMHS (Child and Adolescent Mental Health Service)
- NSPCC / Barnardos
- Autism Outreach

In accordance with the Department for Education guidance, the school has adopted the following additional paragraphs to our Behaviour Policy:

Pupils who leave the classroom and/or the school premises

This is treated as a serious matter. However, it is important to know and follow set procedures. Initially a teaching assistant or learning mentor will be called and the situation dealt with in a firm but calm manner, leading to the pupil being asked to go to another area to discuss what has happened. Discussion to find the reason for such behaviour is most important and can vary according to an individual child's needs. However, the basis of the discussion is to demonstrate to the child that his/her action was an inappropriate resolution to the problem and to replace it with a more positive action e.g. accepting a consequence when the pupil has misbehaved, reflecting on the impact on others, how to put things right and how to avoid making the same mistakes in the future. We are trying to encourage pupils to face up to their responsibilities or to ask for support if they need help.

The matter will be treated most seriously if a pupil leaves the school premises and in order to ensure safety we always:

- Inform police.
- Inform parents/carers.

Individuals are taught about the danger of leaving the school premises and this will be stressed at this point in terms of road safety and stranger danger. Other strategies for resolving problems are also discussed. Finally, the reason for leaving the school premises will be addressed and dealt with effectively to demonstrate that no problem requires leaving the school premises.

Follow-up work will always be done with the parent and child and a risk assessment put in place to minimise a repeat of the incident.

Parental Support

References to parents and carers have been made throughout this policy. We want all members of our school community to show the school value of mutual respect, including pupils, staff, parents and governors –this is the Redhill Way. Working together is vital, not only in situations where sanctions are necessary but in celebrating good behaviour. The school involves parents in the celebration of good behaviour and achievement by public recognition.

Parents demonstrating inappropriate behaviour

Definition: The term 'parent', for the purposes of this statement, is anyone who is responsible for bringing and collecting Redhill pupils.

Parents are welcome to speak with staff at the end of school day, preferably by appointment unless the matter is urgent. This enables teachers to give parents quality time and to hold conversations with privacy. We expect parents to be courteous and polite to everyone on the school site and, in return, all staff will endeavour to help them with matters arising.

Inappropriate behaviour is when parents are discourteous, abusive or violent towards their own children, other children, staff, parents of other children or visiting professionals.

The following procedures will be undertaken by the Headteacher if a parent's behaviour is considered to be threatening in terms of verbal and / or physical abuse:

- The parent will be told to leave the premises. (If he / she refuses the police will be contacted for assistance)
- The Headteacher or Chair of Governors will issue a letter informing the parent that he / she must address personal behaviour so that it is in line with the school's minimum standards for respect.
- If there is no significant change, or if others are made to feel threatened because of parental behaviour, a parent may be informed that he or she may no longer access the school site until:
 - an appointment is made to see the Headteacher
 - a fixed period of time has elapsed. If a fixed period of exclusion is imposed on the parent he/she will be advised when the ban will be reviewed. The Headteacher will review the ban and invite the parent to meet with her to discuss future conduct. The parent will not be allowed on to the school sites until this meeting has been agreed and subsequently taken place.

The school may contact the police if the behaviour of parents is regarded as physical and / or verbal aggression that is intended to threaten and intimidate children and / or adults. This would be in addition to the action taken by the Headteacher in prohibiting the parent from the school sites.

Discipline in schools – teachers' powers

∅ Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006)

∅ The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

∅ Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.

∅ Teachers can also discipline pupils for misbehaviour outside school.

∅ Teachers have a specific legal power to impose detention outside school hours.

∅ Teachers can confiscate pupils' property.

Pupils' conduct outside the school gates – teachers' powers

∅ Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

∅ Teachers may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school related activity
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school: misbehaviour at any time, whether or not the conditions above apply that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline (as described in Discipline in Schools – Teachers’ Power) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment. School staff can search a pupil for any item if the pupil agrees (but this will depend on a child’s age). The school is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or coat, etc. and for the pupil to agree.

2. Power to search without consent for “prohibited items”. The Head teacher and staff authorised by the Head Teacher have a statutory power to search pupils or their possessions, without consent, where there is reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it will be passed to the police.

Allegations of Abuse against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Redhill Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002).

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, Redhill has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way, that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school’s Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the Staffordshire County Council procedures.

Where allegations are made, the school will contact the Local Authority Designated Officer (LADO) for guidance.

Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. The disciplinary action taken against a pupil might include internal exclusion, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Links with other school policies

Safeguarding

For further information regarding the safeguarding of our pupils, please read our Safeguarding Policy on the school website. Sometimes behaviour changes may be linked to external factors which may require the support of external agencies and it is most important that staff report any concerning changes to the Designated Safeguarding Lead (the Head teacher) or the Deputy Designated Safeguarding Lead (the Deputy Head teacher and the Pastoral Lead).

Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

- Alongside our Behaviour Policy sit our Anti-Bullying, Safeguarding and Mental Health policies.
- On rare occasions, it may be necessary to restrain a child for his / her own safety or the safety of children or staff. This policy also links with the school's policy for restraining pupils and using reasonable force.
- We follow DfE exclusion guidance, which can be located at: <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

Policy information is available in the 'Our School' section of our website: www.redhill.staffs.sch.uk



REDHILL PRIMARY SCHOOL



COVID-19

Behaviour Policy Addendum – June 2020

Scope

This addendum applies until further notice. Unless covered in this addendum, our normal behaviour policy continues to apply. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.



Expectations for pupils in school & online

When pupils are in school, we expect them to follow our school rule of **READY, RESPECTFUL, SAFE** to keep themselves and the rest of the school community safe. When students are learning online they are bound by the same sanctions and consequences as if they are learning within school. Staff are familiar with these rules and will make sure they are followed consistently – this will continue to be the case as we move some of our year groups onto Microsoft Teams (initially Years 3,4,& 5) & some online lessons. Parents should contact Mrs Banks if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Mrs Banks & Mrs Adams have been busy contacting families moving to online learning to explain the process. Mrs Tyler has drawn up an Acceptable User Policy which all families have to agree to via a message to Mrs Banks on Dojo / or other written media stating that you agree to follow the online learning protocols.

To help encourage pupils to follow the above rules, we will endeavour to reward in line with our rewards policy and continue to do so using all available resources. However, if pupils fail to follow these rules, it is important to note the following:

- All concerns will be dealt with as per usual as set out in our Ready, Respectful, Safe approach or restorative conversations & outlining expectations
- All parents or families will be contacted in the first instance should concerns arise so parents must ensure that contact details are up to date and parents are available for contact whilst their child is in school
- If the young person's behaviours are posing a danger to other students, e.g. not socially distancing constantly and over a period of time, a risk assessment will be undertaken and it may be deemed that the child is unsafe to be in school at a particular time then the school and home will need to find an alternative off site arrangement which may include online learning at home.
- The school reserves the right to sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing, not staying in stated boundary areas and deliberately cough or spit at pupils or staff, putting them at risk
- The school also reserves the right to sanction, up to and including exclusion pupils who wilfully refuse to adhere to the arrangements for learning online and deliberately take actions which are inappropriate in this setting such as posting images, inviting other users, or using images from online lessons in other platforms, misusing school equipment or platforms.

- Should it be felt by the school or a parent that a student may struggle to display the appropriate behaviours required under these new arrangements either in school or online then parents and school staff will converse to find an appropriate alternative and make reasonable adjustments that may include modifying time in school or online further
- Expectations for pupils at home

Remote learning rules

If pupils are not in school, we expect them to follow the school rule.

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Try their best to complete pre-learning tasks & any follow up activities set
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Contact parents to see what support we can provide to enable students to access work at home & speak to the students themselves

Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum once a month by Libby Banks. At every review, it will be approved by the full governing board.