



BEHAVIOUR POLICY
(Version 3.0)

Name of School: Rectory Farm Primary School

Committee/Person(s) Responsible: Head teacher and senior leaders

Distribution: Governors/staff

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Document Reviews

Version	Adopted Full Gobs	Comments	Initial
1.0	23.3.15	New Policy	SH
2.0	26.1.17	Revised policy	SH
3.0	10.9.18	Revised Policy	SH
4.0	10.9.19	Revised Policy	SH
4.1	28.1.20	Revised policy in light of Covid (orange text)	SH

Rectory Farm Primary School

Behaviour Policy

Our school is committed to creating a caring, secure, stimulating environment in which individuals feel respected and valued, and are enabled to reach their optimum potential emotionally, social and academically.

Our Values

At Rectory Farm Primary School, we strive for children to demonstrate impeccable behaviour as well as encouraging a high standard of attitudes to learning. Together, these attributes are essential skills, contributing to successful school and adult lives.



Our Caterpillar Values guide us through daily life at Rectory Farm.

We strive for all members of the school community to display these values at all times:

- We show **compassion** for others **as well as sticking to social distancing and handwashing guidelines**
- We are conscientious in our approach to learning
- We **communicate by** listening respectfully and speaking confidently and clearly
- We show **courage** in making the right choices
- We try our best to be **creative** in our approaches to solving problems and thinking of new ideas
- We all work together to support our school and the wider **community**
- We treat others **courteously**

Implementation

- All staff are committed to the success of our Caterpillar Values. We act as positive role models, showing fairness and consistency in our approach to upholding high expectations of behaviour.
- Parents and children are requested prior to entering the school, to read and sign our Home/School Agreement, which outlines our behaviour expectations.
- Caterpillar values are reinforced throughout the daily life of the school as well as through assemblies, 'Circle Time' activities, PSHE lessons and displays.
- Themes such as anti-bullying and anti-racism are regularly reinforced, and children are expected to respect others without prejudice or discrimination.
- Children with additional needs are supported through Individual Behaviour Plans and we ensure that all adults in the classroom know how to respond sensitively to their needs.
- Our Family Support Worker works closely with our Inclusion leader and class teachers in supporting children with SEMH needs. This is achieved through such programmes as 'Drawing and Talking', and 'Protective Behaviours'.

Nurture

Cherry Tree Class is our nurture room where children with SEMH needs are supported to develop social and emotional skills. Our aim is for these children, having spent a dedicated amount of time in 'Chery Tree Class', to reintegrate fully into classroom life where they are able to flourish using learnt techniques to overcome previous social and emotional barriers.

Throughout the Covid pandemic, selection for Nurture provision will be limited to one bubble per session.

Rewards and Consequences

Each classroom displays a behaviour rainbow which encourages children to strive for outstanding behaviour every day. All children have their own named peg which is positioned at the start of every morning and again every afternoon, on the green 'Ready to Learn' section (see below)



Rewards

As children display positive behaviours towards our Caterpillar Values they are 'clipped up' with the goal being to be 'clipped off'. This is when children pegs are removed from the chart and clipped onto the child's lapel. The consequence of this is that all members of the school community can see that the child has displayed outstanding behaviour and congratulates them accordingly.

At the start of the afternoon, all pegs return to 'Ready to Learn' so that everyone has the chance to start from a 'clean slate.'

The number of times the child is 'clipped off' is recorded by the teacher on the class behaviour log and towards the end of each term, the top 25% in the class are rewarded by a 'special activity' e.g. sport or art session.

During the COVID pandemic, adults will move pegs up and down the rainbow ladder. Children will be given 'clipped off' stickers instead of pegs when they reach 'outstanding'. Any member of staff may praise any child wearing a sticker.

Consequences

If children are displaying negative behaviours towards our Caterpillar Values, they are pegged down on the rainbow. We foster a culture of repair, encouraging the child to consider, 'How can I get back to green?' so that children have an opportunity to improve their behaviour.

If a child is not responding to a warning about poor behavior, they will go down the ladder; in most cases, adults will move pegs down for children. As soon as a child is moved down to 'stop and think', this deducts one Dojo (could have tally on the board). A discussion in private should then happen to explain why the child has moved down. We foster a culture of repair, encouraging the child to consider, 'How can I get back to green'. Adults should actively search for good behaviours (catch them being 'good') to quickly get back to 'Ready to Learn.' Getting back to 'Ready to Learn' enables the Dojo to be earned back.

If a child repeatedly shows poor behaviour in the same session/ on the same day, they may be moved down to parent contact and 1 Dojo is deducted permanently. At this point parents will receive a phone call from the class teacher or the senior leader. Senior leaders will check in with each class teachers on a weekly basis to monitor behaviour. Parents should be informed at the end of the day that a child has received a minus Dojo point.

At lunchtime, pegs are reset for all children below 'ready to learn' so they start the afternoon with a clean slate.

Variations with this system may be applied but staff should consult with team leaders before doing so.

Senior leaders will discuss any children who are repeatedly misbehaving as it maybe that an Individual behavioural plan is needed.

During the Covid pandemic, senior leaders are assigned to each key stage bubble as follows:

- Rec/Year 1 and 2- Helen Millard
- Year 3 and 4-Lauren Green/ Stella Clarke
- Year 5 and 6- Lauren Green/ Sarah Heslop

SLT report on behaviour at weekly meetings. This ensures everyone is still in the loop and avoids footfall around school.

Behaviour monitoring reports from SLMs feed into DSL meetings and support the work of the FSW in monitoring the behaviour of individual children. These reports can be found on MyConcern.

Honest, timely and productive communication between home and school at this stage is essential if we are to develop healthy and effectively relationships between home and school for the benefit of the child.

While every effort must be made to support children’s wellbeing and children who are finding the situation difficult, some behaviours are now not acceptable or safe. The following additional consequences pertaining to the Covid Pandemic should be adhered to:

	<i>Examples of Behaviours</i>	<i>Who will manage the behaviour?</i>	<i>Consequences</i>
Level 1	<i>Not social distancing</i>	<i>All Staff</i>	<i>Teacher / TA informs parents</i>
Level 2	<i>Walking out of class Throwing something with no intention to hurt Teasing a child/children that they have ‘coronavirus’ Ignoring an adult instruction related to staying safe</i>	<i>Teacher Senior leaders</i>	<i>Parents are informed by the class teacher. Repeated action leads to senior leader involvement Appropriate school based sanctions apply Repeated behaviour may lead to exclusion, as the risk may be judged to be too high to keep others safe</i>
Level 3	<i>Spitting Threatening to ‘infect’ others through touch or spit Physical Assault Throwing objects with intent to hurt others Absconding Bullying specific to Covid-19 / bereavement</i>	<i>Headteacher or senior leader</i>	<i>Examples given are likely to be exclusion. Every case, however, will be investigated and assessed by the headteacher. The Headteacher will liaise with CEO, Julia Kedwards and the Chair of Governors to discuss next steps.</i>

Racist incidents

Any witnessed racist incident, should be immediately passed on to the HT or DHT. Information will then be passed onto the COO of NPAT Academy Trust.

School Trips

If staff feel a child presents a health and safety risk or there is a risk of serious misbehaviour during a planned visit out of school, the headteacher will be informed and may decide to sanction the withdrawal of that pupil. In extreme cases, the headteacher may decide that the child is unable to attend the trip at all due to health and safety risks to themselves and others.

Restraint/Reasonable Force

Staff in each year group are fully trained in positive handling techniques and may use reasonable force to prevent pupils injuring themselves or others. Physical restraint will be used only as a last resort. If a child is out of control and physical restraint becomes necessary to ensure safety, staff will use positive handling techniques and will call for assistance from a senior member of staff or delegated staff member. Staff will use the minimum restraint necessary whilst attempting to calm the situation.

During the Covid pandemic, staff will continue to view physical intervention of students as a last resort. If students are behaving disruptively or anti-socially, every effort will continue to be made to manage behaviour positively to prevent the need for restrictive physical intervention.

In the following situations staff must continue to judge whether or not physical intervention would be reasonable or appropriate:

- Risk to the safety of staff, students, or visitors
- Where there is a risk of serious damage to property
- Where a student's behaviour is seriously prejudicial to good order and discipline.
- Where a student is committing a criminal offence.

Recording of behaviour concerns

MyConcern is used by all staff to log significant behaviour concerns.

Rewarding behaviour at Celebration Assembly

Each week teachers award certificates to children in their class who have demonstrated positive approaches to our Caterpillar Values. These are as follows:

- 'Value Award' for a child who has shown such attributes as kindness, inclusivity, courage etc.
- 'Super Learner' for a child who has shown a conscientious attitude to learning.
- 'Writer Award' for a conscientious attitude towards writing.

Parents of the children receiving the award are invited to Celebration Assembly, **however during the Covid pandemic, this will not be possible.**

Internal fixed term exclusion

Instances where a child has reached 'indigo level' on the behaviour rainbow may necessitate an internal exclusion from the classroom. It may be that the child in question spends an

agreed amount of time in another classroom or works in isolation outside the HT/DHT offices. In both cases the class teacher will provide accessible work for the child.

External Fixed term exclusion

In more severe cases a period of external exclusion may be necessary. This is dependent on the severity of the incident and is ultimately at the headteacher's discretion.

Reintegration after fixed term exclusion

A meeting will be arranged with parents, Head Teacher or Deputy Head Teacher, the class teacher and the child after the external exclusion ends. The aim of the meeting is to create an agreement between all parties of future expectations. Minutes of these meetings will be taken and added to MyConcern records.

Permanent Exclusion

This severe measure is only taken by the headteacher and ratified by the school's governing body when there is total non-compliance from the child. The school follows the Local Authority Guidance on exclusion which is available at:

<http://www.iassnorthants.co.uk/Pages/home.aspx>