

**2022/23 (BRIDGING) BEHAVIOUR POLICY:  
Whole school vision practice and procedures**



*Working together to  
achieve excellence in education*

|   |           |
|---|-----------|
| Date agreed and ratified by Governing Body: |           |
| Next review date:                           | Sept 2023 |

## Contents

|  |       |
|--|-------|
| 1. Context of New Behaviour Policy                   | 3     |
| 2. Introduction                                      | 3     |
| 3. Statement of Intent                               | 4     |
| 4. Purpose of the Behaviour Policy                   | 4     |
| 5. Behaviour for Social and Emotional Learning       | 5     |
| 6. Roles and responsibilities                        | 6     |
| 7. School behaviour and the law                      | 6-7   |
| 8. Behaviour Management in practice                  | 7-8   |
| 8.1 All staff  | 7     |
| 8.2 The Headteacher and Senior Leadership Team (SLT) | 7     |
| 8.3 Members of staff who manage behaviour well       | 8     |
| 8.4 Pupils want teachers to                          | 8     |
| 9. Behaviour for Learning                            | 8-9   |
| 10. Policy in Practice                               | 10-15 |
| 10.1 Our rules and visible consistencies             | 10    |
| 10.2 Stepped boundaries                              | 10-12 |
| 10.3 Corrective measures                             | 12    |
| 10.4 Adult strategies to develop excellent behaviour | 12    |
| 10.5 Language around behaviour                       | 13    |
| 10.6 Classroom language                              | 13-14 |
| 10.7 Behaviour pathway                               | 14    |
| 10.8 Staff response to extreme behaviour             | 14-15 |
| 11. Amber and Red Zone                               | 15-16 |
| 12. Out of school behaviour                          | 16    |
| 13. Monitoring behaviour                             | 16    |
| 14. Supporting families to improve pupil behaviour   | 16    |
| 15. Permanent exclusion                              | 16-17 |
| 16. Staff training                                   | 17    |

## 1. Context of New Behaviour Policy

Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:

- Education and Inspections Act 2006, Section 93.
- Education Act 2002.
- Equality Act 2010.

This policy has been agreed in consultation with the staff and Governing Body of Rose Hill Primary School, to ensure that it remains fit for purpose, and addresses points made from our most recent OFSTED report (October 2022). It seeks to ensure that all parties involved in the practicalities of school behaviour are aware and informed of behaviour matters in school and to outline the school's commitment to ensuring high levels of behaviour across all pupils.

This policy should be read in conjunction with:

- Safeguarding Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Suspensions and Exclusions Policy

It will be reviewed annually.

## 2. Introduction

Rose Hill Primary School, as part of the River Learning Trust, recognises that positive behaviour is essential in order to raise standards of pupil attainment and to give every child/young person the best educational experience possible.

This policy is written with the above statement in mind and underpins our Trust's ethos:

- **Commitment to Excellence:** Striving for the best educational experience through continuous improvement.
- **Everyone Learning:** Creating and taking opportunities that enhance lives through evidenced based practice supporting adult and pupil learning.
- **Respectful Relationships:** Acting with care, integrity, and fairness in all we do.

### **3. Statement of Intent**

Rose Hill Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As members of our community, we adhere to the values of being: 'Ready Respectful, and Safe.'

At Rose Hill, we aim to:

- Provide a safe, comfortable, nurturing and caring environment where optimum learning takes place
- Provide clear guidance for pupils, staff and parents of expected levels of behaviour
- Use a consistent and calm approach with unconditional positive regard
- Ensure all adults take responsibility for managing behaviour and following up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- For initial incidents, use restorative approaches – this does not mean that actions don't have consequences, rather that natural consequences are more likely to modify behaviour to that which is expected in school.
- For repeated behaviours, use flow chart of expectations.

### **4. Purpose of the behaviour policy**

To provide simple, practical procedures for staff and pupils that:

- Support and encourage conscious decision making that influences positive behaviour.
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem, resilience and self-discipline
- Teach appropriate behaviour through positive modelling and intervention
- Adhere to and upkeep the expected social norms of the school.

## 5. Behaviour for Social and Emotional Learning

At Rose Hill Primary School, we develop children's character through our curriculum and school values. In order to build character, we define the behaviours that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time and with support, this will positively shape how they feel about themselves and how other people perceive them.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all pupils and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Positive behaviour is recognised sincerely, rather than extrinsically rewarded. We acknowledge that praise is given out and accepted in different ways, dependant upon the individual. Intrinsic rewards are encouraged as we recognise that we all crave positive feedback and an acknowledgment when we put in extra effort, by adults as well as peers, and that we actively seek the glow that comes with knowing an achievement has been seen, appreciated and celebrated.

"When people talk about behaviour, they obsessively search for the instant solution ... The truth is that there is no alternative to the hard work: building relationships ... resetting expectations ... being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Rose Hill Primary school has 3 simple rules;

### **'Be Ready, Be Respectful and Be Safe'**

which can be applied to all situations and are taught and modelled explicitly as part of our school ethos and behaviour and attitudes learning. We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which are based on individual needs, positive relationships and may include different strategies to reinforce positive behaviour.

## 6. Roles and Responsibilities

All schools have a continuing responsibility to proactively manage and improve behaviour across their school community.

At Rose Hill Primary School, we endeavour to treat all pupils and parents with dignity and staff model respectful relationships in order to build a positive relationship between home and school that can be the foundation of good behaviour. The school recognises the link between behaviour and attainment and wider wellbeing. Successfully treating the root causes of behaviour requires schools and local partners to work collaboratively with, not against families.

Staff will identify pupils whose behaviours place them at risk of suspension or exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

## 7. School Behaviour and the Law

To be lawful, any work to correct behaviours must satisfy the following three conditions:

1. The decision must be made by a paid member of school staff or a member of staff authorised by the headteacher;
2. The decision itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

### **Corporal punishment is illegal in all circumstances.**

At Rose Hill Primary School, we will always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding Policy. We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. As a result, at this point, we would consider whether a multi-agency assessment is necessary. This also includes in times when not on the school premises such as; taking part in any school-organised or school-related activity or travelling to or from school

## 8. Behaviour Management in Practice

In order to both maintain a culture of respect at Rose Hill Primary school, and to support the wellbeing of all, it is crucial to establish and support a positive environment, underpinned by positive interactions and relationships with pupils. We believe that to maintain a positive environment which focuses on good relationships we must develop and implement the following:

- **Consistent, calm adult behaviour**, so that interactions with pupils remain calm
- **Immediate attention to best conduct**, actively seeking opportunities to appropriately praise and recognise good behaviour
- **Relentless routines** to ensure consistency and ensure classroom routines are simple, and clear
- **Scripting difficult interventions**, so that dealing with difficult situations have a consistent and less emotionally charged response (*This script is different to the Amber response script*)
- **Restorative/reframing conversations** – taking personal responsibility for following up incidents and looking to positively move on from them.

### 8.1. All staff will:

- Take time to welcome pupils at the start of the day
- Ensure that they model and reinforce positive behaviours through the ready, respectful, safe board
- Always pick-up on pupils who are failing to meet expectations
- Always redirect pupils by referring to and using the language of; 'Be Ready, Be Respectful and Be Safe'

### 8.2 The Head Teacher and The Senior Leadership Team (SLT) will:

- Be a positive, visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
- Encourage use of positive praise, positive conversations with families, phone calls/texts/notes home and certificates etc.
- Ensure staff training needs are identified and met
- Use available data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

### **8.3 Members of staff who manage behaviour well, will:**

- Deliberately and persistently catch pupils doing the right thing and ensure recognition.
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm when they are working with children
- Demonstrate unconditional care and compassion to all pupils and adults

### **8.4 Pupils want teachers to:**

- Care about them
- Give them a 'fresh start'
- Help them learn and feel confident
- Be just and fair
- Be consistent and act as good role models
- Seek additional support when necessary

## **9. Behaviour for Learning; Teaching the curriculum**

At the start of each term, the routines for Behaviour for Learning is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the six RLT Core Principles of Teaching and Learning, based upon the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows -

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and monitor the routines constantly



It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

## 10. Policy in practice

### 10.1 Our rules and visible consistencies

| Our Rules   | Visible Consistencies  | Over and Above Recognition   |
|---|--|--|
| <p>Be ready - be ready to learn</p> <p>Be respectful- be respectful to all</p> <p>Be Safe - be responsible for your actions</p> | <ul style="list-style-type: none"> <li>● Daily meet and greet by key adults</li> <li>● Persistently catching pupils doing the right thing</li> <li>● Picking up on pupils who are struggling to meet expectations</li> <li>● Accompanying pupils during transition from home ot school times</li> <li>● Consistent role modelling by adults</li> <li>● Consistent language and expectations throughout the school</li> </ul> | <ul style="list-style-type: none"> <li>● Verbal praise</li> <li>● Positive comments to parents</li> <li>● Showing work to another teacher/class</li> <li>● Taking work to SLT</li> <li>● Being given a special class job</li> <li>● Work/behaviour chosen to be shown/discussed for</li> <li>● Celebration assembly</li> </ul> |

### 10.2 Stepped Boundaries

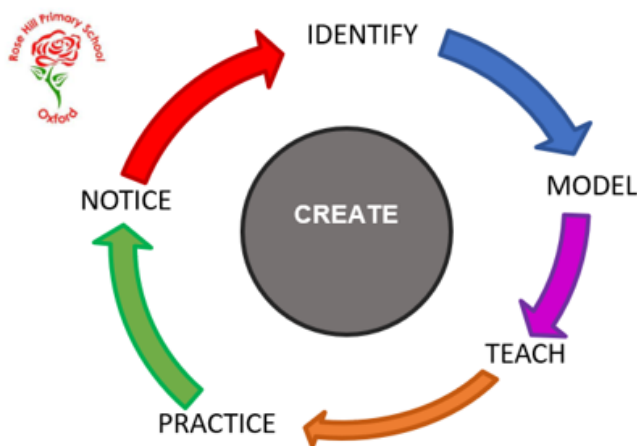
|   |   |
|---|---|
| <p><b>Stepped Boundaries -</b><br/>Gentle Approach, use pupil's name, pupil level, eye contact, deliver message</p> |   |
| <p><b>1. REMINDER</b></p>   | <p>I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p><b>Example - 'I notice that you're not walking. This is not safe so you are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p> |

|                           |  |
|---------------------------|--|
|                           | <p>(always use the action of what you want - you are not listening, not walking, not playing kindly)</p> <p>Example - ‘ I notice you are looking cross.Tell me what is making you feel this way?<br/>(acknowledge feelings where possible)</p>   |
| <b>CHECK</b>              | Adult needs to reflect upon their influence on the child’s behaviour, and what they have done to support reengaging the child into green zone.   |
| <b>2. ONGOING CONCERN</b> | <p>I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc. ....) (learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I’m glad we had this conversation</p> <p>Example - ‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</p> <p>Example - ‘I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.’</p> |
| <b>CHECK</b>              | <p>Adult to consider whether they have tried all strategies, including the use of other adults within the room, to reengage the child to green zone.</p> <p>QUESTION: Is there anything else we can try?</p>   |

|  |   |
|--|---|
|  | <p><b>If yes - return to reminder with new strategy - informing the child of what is happening, and that this is a reset.</b></p> <p>If no - “Do <u>we</u> now need to ask for extra help?”<br/>Who will this be?</p> <p><b>Exhausted all options?</b> Let Amber know</p>   |
| <p><b>3. AMBER REPOSE</b></p>                    | <p>After the child has been with Amber response, it is important to reset the child when they return to clas.</p> <p><b>Example- Hello ..... It’s great to have you back in class, and I can see that you are now ready for learning, the same as everyone else in ..... Class. Fantastic.</b></p> <p>Then spend time catching them up on the task. This can be done by another child or by yourself . It is important to show that the relationship has been repaired after Amber response involvement.</p> <p><b>Example - ‘I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.’</b></p> |
|  | <p>Amber response is most lightly to happen in the classroom, but there may be a need to withdraw the child and then return them to class. When Amber response leave, the child is ready to be fully integrated back into the lesson.</p>   |
| <p><b>4. FOLLOW UP -REPAIR &amp; RESTORE</b></p> | <p>There will be a need to address the relationship after the lesson.</p> <p><b>Example: - I would like to know more about why it was that you broke the school rule of ....., so that I can help you.</b></p> <p>What happened to you? (Neutral, dispassionate language.)<br/>What were you feeling at the time?<br/>What have you felt since?<br/>How do you think this make other people feel?</p>   |

|   |  |
|---|--|
|   | Who has been affected? What should we do to put things right? How can we do things differently? What might be a good choice? |
|   |  |
| <p><i>Positive relationships are a crucial part of this process. It is not the severity of the correction measure, it's the certainty that this follow up will take place that is important. Staff must make time to follow through on all incidents. Parents will be informed of any significant incident, away from the pupil, by the class teacher or adult who dealt with the incident. SLT will support these discussions where necessary.</i></p> |  |

### 10.3 Adult Strategies to Develop Excellent Behaviour;



**IDENTIFY** the behaviour we expect  
**MODEL** the behaviour we expect  
 Explicitly **TEACH** behaviour  
**PRACTISE** behaviour  
**NOTICE** excellent behaviour  
**CREATE** conditions for excellent behaviour

### 10.4 Language around Behaviour

At Rose Hill Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Staff will remain professional and calm, at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the pupil. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged on the Behaviour Incident Sheets and passed to Home School Link who will log on Integris (behaviour concern) .

SLT and Amber team (pastoral staff) are available to support staff when appropriate.

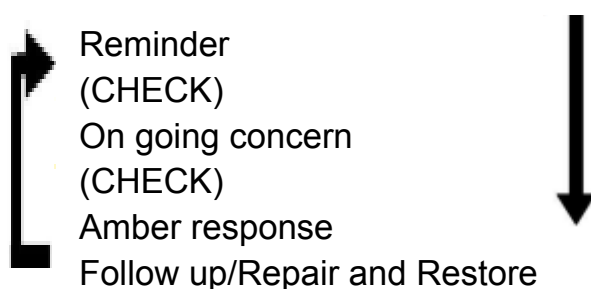
## 10.5 Classroom Language

Classroom language should also be used to reinforce learning behaviour.

It should:

- Make the expectation clear
- Refocus the class to make positive, collective choices
- Create a positive environment with positive whole-class praise.
- Focus upon what to 'do' now and next
- Set expectations as a group expectation
- Set a positive tone for the session and engage motivation
- Be spoken with a slow delivery and careful control of tone and volume.

## 10.6 Behaviour Pathway:



If a member of staff feels, using their professional judgement, that a senior member of staff needs to be part of the Follow-up /Restorative Conversation then follow the guidelines below:

- Sent to – year group partner /SLT member – Social Inclusion Lead & SENCo - Deputy Head – Head Teacher
- Parents phoned – conversations logged (by teacher for first incident, by SLT for repeated choice patterns)
- Parents invited to school to discuss behaviours with a member of SLT (if the incident is a repeated choice pattern - pre- Pastoral Plan Meeting)
- Internal exclusion (Red Zone - the next day)

### **For more serious offences and where the behaviour is deemed unsafe for self or others:**

- **Pastoral Support Plan (PSP)** Repeated patterns of inappropriate choices may result in the pupil and family attending a PSP Meeting. The purpose of a PSP meeting is to discuss the situation in which the pupil finds her/himself. When the meeting has taken place, the pupil and parents/carers will be expected to attend “follow up” meetings at the school every two weeks and attend an assessment of progress meeting, held at a specific time after the initial meeting.

- **Fixed-term suspensions** (decision can only be made by Headteacher - if all other possible avenues have been exhausted. Parents will be informed in writing of the period of suspension and the reasons for it. Our Suspension and Exclusions Policy follows statutory guidance from the Department of Education. Governing Body and Trust to be consulted)

## 10.7 Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences / trauma, and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most specially trained staff in trauma-informed strategies to build relationships with each individual pupil.

Our Pastoral team include:

- Mrs Jane Birchenough - Social Inclusion Lead/ DDSL/SLT member
- Mrs Olga Jesior-Tiffert - SENCo (Special Educational Needs Co-ordinator)/SLT member
- Mrs Amanda Tucker - Head teacher / DSL/SLT member/Mental Health First Aider
- Mrs Yvonne Kyriacou - Deputy Head teacher/SLT member
- Miss Fizzy Cox and Mrs Laura Kupka - Learning and Behaviour Mentors
- Mrs Dawn Cox/Mrs Lorraine Berkshire-Roe - Mental Health First Aiders (ADULT ONLY)

## 10.8. Staff response to extreme behaviour

We understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the pupil safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. As only staff who have been trained in physical restraint should restrain a pupil, and no staff at Rose Hill have been currently trained, no positive handling should occur.

All staff should report incidents directly to a member of SLT (Senior Leadership Team: Amanda Tucker - Headteacher, Yvonne Kyriacou - Deputy Headteacher, Jane Birchenough - Social Inclusion Lead, Olga Jesior-Tiffert - Special Educational Needs Co-ordinator or Miriam Doyle - School Business Manager) and they should be recorded on My Concerns/Integris.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each pupil under our care.

In all instances, what is best for the pupil will be at the heart of all our decisions.

## **11.. Amber and Red Zone**

We adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period. Under these circumstances, the pupil would remain supervised and due regard for their health and wellbeing maintained.

### **AMBER ZONE:**

Amber zone is split into two areas of support: planned and response.

Planned Amber is where a plan has been written for a child to reduce the risk of disruptive behaviours. This plan may include therapeutic, sensory or play-based activities, and is carried out by a trained member of staff.

Response Amber is where a teacher makes a request for non-planned support in the classroom. The same team respond to the call and support may be provided within the classroom or a child may be withdrawn. The Behaviour Mentor stays with the child until they have transitioned back into their learning.

### **RED ZONE:**

- Red Zone is used to reduce the risk of exclusion.
- Red Zone is used as a response to physical violence and inappropriate language and is supervised by an allocated teacher.

- The child stays with the teacher to participate in a restorative conversation.
- Prior to the end of the session, the child is given a transitioning reset time of up to 10 minutes before returning to class.

## 12 Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us.

We expect the following:

- Respectful and monitored behaviour to and from school, on educational visits or during learning opportunities in other schools

## 13. Monitoring Behaviour

Behaviour is monitored, recorded and analysed to ensure consistency and to maintain improvement. At Rose Hill Primary school we use My Concerns and Integris. This policy is reviewed on an annual basis and any necessary changes made.

## 14. Supporting Families to Improve Pupil Behaviour

At Rose Hill, all staff will work together to:

- Build strong relationships.
- Listen to and understand reasons affecting challenging behaviour and work with families to support improvements.
- Support students and parents/carers to address any in-school barriers affecting behaviour.
- Where appropriate, work with the Local Authority and other local partners to support families with behaviour.

## 15 Permanent Exclusion:

A permanent exclusion decision is the last resort of a headteacher in managing behaviour. It can be based solely on a one off event that is serious enough to warrant a permanent exclusion, or repeated patterns of unsafe behaviour, such as **but not limited to or inclusive of:**

- Serious actual or threatened violence against another pupil or member of staff;
- Child on child abuse;



- Carrying an offensive weapon;
- Possession of and/or supplying an illegal drug;
- Persistent and defiant misbehaviour including bullying, such as but not limited to, racist, homophobic, misogynistic bullying;
- Malicious allegations against a member of staff.

In the event of a permanent exclusion, the school will always follow the most recent Department for Education guidelines regarding due process.

## **16. Training**

We ensure school staff receive training on behaviour, and this policy, as part of their induction. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be. Training in relation to behaviour and attitudes is coherent, high-quality and supports leaders, teachers and support staff to continually improve provision. It:

- reinforces the clarity provided by school policies and framework
- provides clarity about systems and procedures
- provides opportunities for staff to improve their knowledge and skills in promoting strong behaviour
- provides guidance and support about personal interactions, eg conflict avoidance or management.