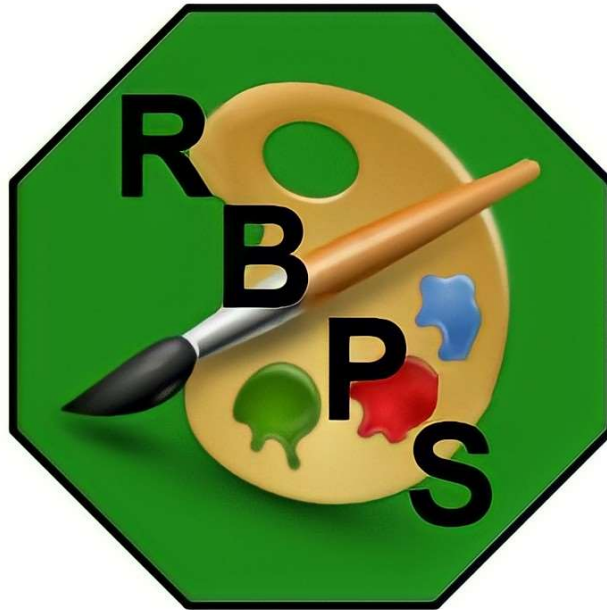


Richard Bonington Primary and Nursery School



Behaviour policy.

Adopted:	March 2023
To be reviewed:	September 2025
Head Teacher:	Mrs L Barbuti
Chair of Governors:	Mrs V Burr

If you require this in another format, please contact the school office:

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It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly. To achieve this we use our 'Always' code (Appendix 1). For learning to be most effective, children have to comply with the school behaviour code and its accompanying rules.

This policy aims to help children become positive, responsible, and increasingly independent members of the school community. We believe that we have a responsibility to support children as they develop the ability to regulate their own behaviour and to control their emotional responses to everyday situations.

We believe that it is important for us to help children understand the choices they make about behaviour. We actively promote and reward good choices, communicating clearly what is meant by acceptable and unacceptable behaviour. We manage negative behaviour in the classroom so that all children can learn in a calm and purposeful atmosphere and that the children learn about the consequences of their actions. Our approach avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

To achieve our aims, we use a simple structure of rewards and consequences, implemented consistently by all staff, supported by effective channels of communication between school and home.

Rights and responsibilities.

Pupils

It is the responsibility of pupils to make good choices and follow the 'Always code'. This will lead to pupils behaving well and building up and maintaining good relationships.

Class teacher

It is the responsibility of the class teacher to:

- have high expectations of the children's behaviour.
- praise children, making explicit why they are receiving praise.
- be consistent when applying this policy within their class and around school.
- treat each child fairly and with respect and understanding.
- be a positive role model by demonstrating positive relationships with everyone in school.
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.
- the class teacher discusses the school rules with each class, and also creates a Classroom Charter at the beginning of the year. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

Support Staff

It is the responsibility of all other adults in school to support the Head teacher and teachers in meeting the above objectives. All staff should be proactive in 'noticing and praising' pupils behaving well.

Head teacher.

In addition to the above, it is their responsibility to:

- support the staff by implementing the policy and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its impact
- ensure the health, safety and welfare of all children in the school
- maintain records of all reported serious incidents of misbehaviour
- issue fixed-term exclusions to individual children for serious acts of misbehaviour.

Parents

. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to:

- be aware that we have school rules and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines. The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues.

Praise and Rewards

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Each teacher uses the 'Good to be Green' system. We aim to raise the profile of making the right behaviour choices and rewarding the children who make those choices.

These include:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- Dojos/House points. Class teachers keep records of dojos awarded, and earning 5 dojos will convert into 1 house point. House points are also given out during PE lessons by the Sports Leader. These are displayed in school and a house trophy is awarded at the end of each term to the house with the most points.
- Certificates in end of half term assemblies
- Informal visits to other members of staff
- Teacher Rewards e.g star of the day, 'table of the week'
- 'Star of the Week' chosen to go on the website
- Assemblies- School Council are given the responsibility of 'spotters'. They reward children that have sat quietly and behaved well and listened in assemblies with a sticker and they then leave before the other children. Y6 pupils are also given this responsibility.
- 'Silver' and 'Gold' cards can be awarded for going over and above the expected standards. If a silver or gold card is given, then the child visits the headteacher and praise is shared with the family.

Consequences

We seek to support children in making the right choices, but we must also present a secure system of intervention when learning and/or safety is compromised by the attitudes and behaviour of a child. Staff employ a hierarchy of consequences consistently and clearly.

Classroom strategies (See appendix 2).

Stage 1- verbal warning

- A member of staff will give a **verbal warning** ('stop and think' card), communicating to a child that their attitude or behaviour is not conforming to the standards that the school expect. At this point the child is encouraged and supported to improve the situation. As soon as an improvement occurs the child is explicitly praised.

Stage 2- yellow card

- Stage 2 is reached when the behaviour from Stage 1 has not improved. The teacher communicates why the next step is being taken. The **yellow card** is given and the child misses five minutes of their break time.
- FS1 and FS2 need a more immediate sanction and so use a 'thinking chair' where a child will sit for a short period of time.
- Teachers will use their professional judgement to inform parents when yellow cards are being used: for example a one-off instance may not warrant parental communication, as the child has the opportunity to *independently* address the

issue, but if they are happening frequently then parents should be told. We should not wait for a parents' evening to report behaviour.

- Once a child has changed to amber/red that card stays for the whole day, but children should then be praised for other correct choices during the day.

Examples of yellow card behaviours.		
Calling out	Running indoors	Minor deliberate damage
Not listening/ paying attention/talking	Not working	Telling lies to get others into trouble
Pushing, shoving in line	Not clearing up	Rough play

Stage 3- Red card

- If a further incident occurs on that day, the child then receives a **red card**, which means they miss the whole of the following playtime/part of lunchtime (15 mins). The class teacher will inform the parents either verbally at the end of the day or by email.
- For more significant issues children may go straight to a red card.
- For these more significant incidents a member of SLT should be informed and more than one playtime may be missed. Parents should be informed verbally if possible and an email is sent.
- Teachers will record red cards on CPOMS.
- If 3 red cards are received in a term, then parents will be contacted either by the class teacher to arrange a meeting with SLT to discuss how we can work together to improve the situation e.g. a behaviour support plan (see below). If a further red card is received the child will receive an internal isolation with a member of SLT, initially for 1 lesson. For a further 3 red cards, there will be a half day internal isolation and a meeting with parents to discuss next steps.
- We do not tolerate any prejudice related language. If this occurs a red card will be given and the incident will be recorded. The child's parents will be informed, and the child will be asked to apologise in the first instance. Staff will ensure that the child understands why the language was unacceptable and does not match the culture of our school. The child's behaviour will be monitored to see if further support or education is needed. If another instance occurs, further sanctions will follow in line with this policy.

Examples of red card behaviours.		
Swearing	Destroys others' work	Bullying
Hurting intentionally	Racist and homophobic language	Threatens violence
Persistent defiance/answering back.	Serious damage to property or equipment	

This system is also used by Midday supervisors. If an incident happens at the end of the lunchtime, then children miss their next breaktime.

Exclusion

An exclusion is the strongest sanction that a school applies to a child, as that child is no longer allowed to attend school or is internally excluded within the school. It is the hope and intention of the school that exclusions are issued only in extreme cases.

There may, however, be instances where a single incident results in an exclusion. A red card will be issued at the discretion of the Head Teacher or the Deputy Head or Assistant Head Teacher.

There are three forms of exclusion:

Internal isolation

- A child is internally isolated within the school and is segregated from their peers.
- They have no contact with their peers during the day and are in isolation during playtime and lunchtime with a teacher.
- The child is supervised and is able to access learning tasks.
- The Head Teacher decides on the number of days the internal isolation will last for, and this is communicated to parents.
- After the internal isolation the parents then attend school for a re-admittance meeting with the child.
- Should a child choose for their behaviour to deteriorate further then an external exclusion will be considered.

External Fixed Term

- A child is excluded from school for a set period of days and is then readmitted.
- The Head Teacher decides the number of days and this is communicated to the parents.
- Appropriate school work is provided for the child during the exclusion period.
- One of the parents /carers must be present at the re-admittance meeting where the conditions of re-admittance are clearly explained to the child.
- Re-admittance only happens if the Head Teacher is satisfied that the child understands the reason for the exclusion and the basis of re-admittance.

Permanent Exclusion

- The child does not return to the school following a permanent exclusion and the LA (local authority) works with the parents to secure a place at an alternative school.
- This is a last resort.
- The school will strive to avoid a permanent exclusion but recognises its role in a sanction system.
- There are formal procedures pertaining to exclusions that the Head Teacher will apply when appropriate. All exclusions are reported to the local authority **and** the Governing Body.
- In the case of exclusions which number over 15 days in one year, the disciplinary committee of the Governing Body is convened in order to hear the specific circumstances causing such sanctions.

Children with SEND

- Children and young people with SEND need a differentiated approach to behaviour management as their SEN or disability may make it more difficult for them to comply with school behaviour policy. Reasonable adjustments should be

made on an individual basis e.g for some children you may verbally issue a yellow/red card privately and not display the actual card.

- Staff should be fully aware of SEND when managing classroom behaviour and seek advice from the school special educational needs coordinator (SENCO) if unsure about how to work effectively on behaviour with individual pupils.

Individual behaviour Support Plan

- When a child is repeatedly exhibiting similar problematic behaviours we try to understand the reasons for these behaviours and to work with the child to help them improve their ability to manage their own behaviour. As part of this support, it will sometimes be helpful to agree individual behaviour targets with the child to help them focus their attention on actions which are most likely to reduce problematic behaviours.
- Parents will be informed if their child has an individual behaviour programme and targets, rewards and sanctions will be shared with them.
- The class teacher, Head Teacher, parent/carer and child may be involved in reviewing and setting targets.

The impact of Trauma and attachment

- At Richard Bonington we are aware of the impact trauma and attachment can have on some of our children. We recognise that behaviour is communicative and often reflects an emotion or feeling.
- Our behaviour policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur.
- Through co-regulation of feelings, children learn to become more independent and develop self-regulation. We do this initially through developing positive relationships and the use of emotion coaching.

Emotion Coaching

- Step 1: Recognise the child's feelings and empathise with them. E.g. I can see you feel frustrated by ... and I understand why you might be feeling like this.
- Step 2: Label the feeling and validate it. Let the child know it is okay that they are feeling like this.
- Step 3: Set the limits on the behaviour e.g. But it is not okay to.....
- Step 4: Co-regulate- e.g. Let's so you can feel calmer/ I need you to until you feel calm
- Step 5: Revisit the situation and problem solve with the child.

Behaviour that requires reasonable force

- Staff are skilled in using de-escalation tactics so incidences are rare.
- Reasonable force means using no more force than is needed to ensure that children are safe and will only be used to prevent pupils from hurting themselves or others.
- This may mean standing between pupils to prevent them from hurting each other, blocking a pupil's path or leading a pupil by the arm away from a classroom or an incident.

- Sometimes restraint may be used. This would only be used in extreme circumstances, e.g. when a child is doing something which may result in them being harmed or hurting others.
- The decision or not of whether to intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstance.
- We do not require parental consent to use force on a child. However, should such a circumstance occur we would be in touch with parents to discuss the incident and develop a way forward.



Always code.

Together we make a difference.

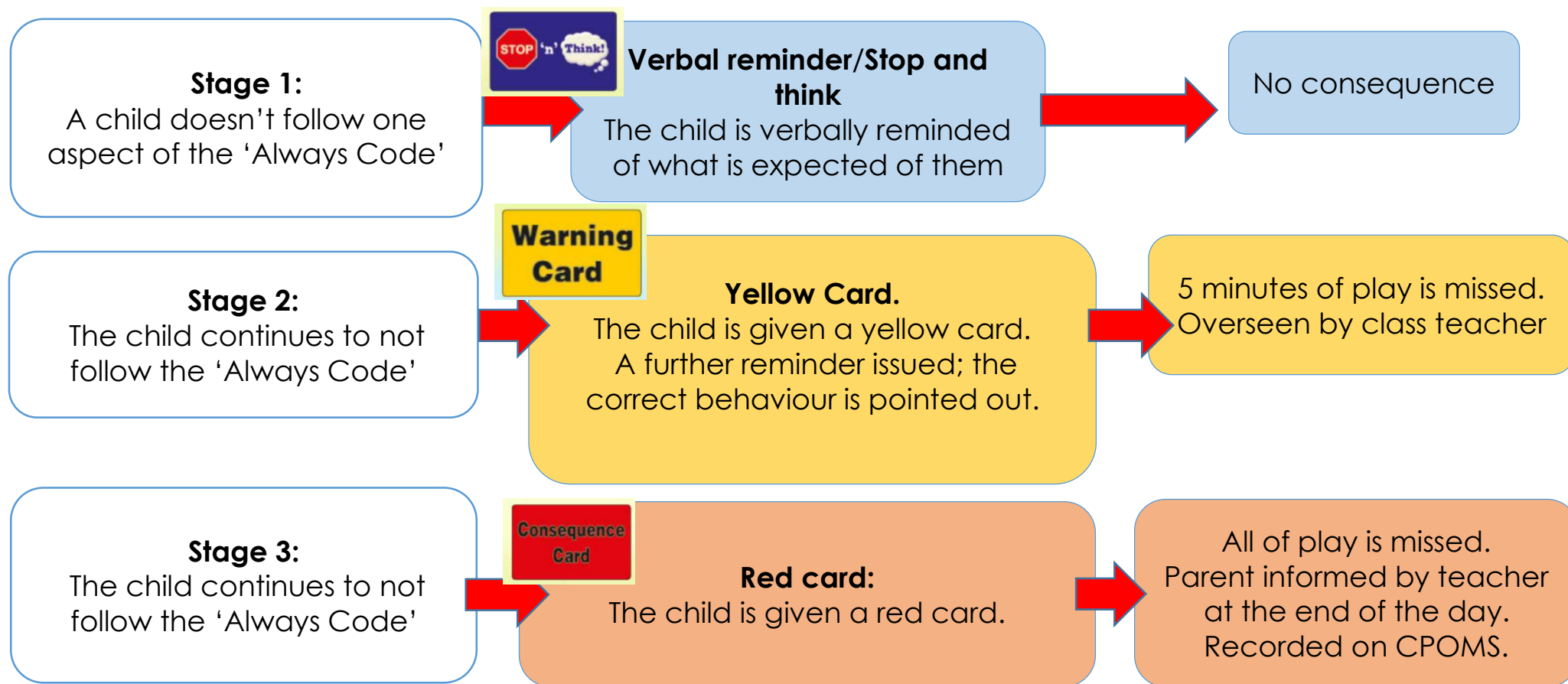
Respect and value our school and community.

Believe in each other and celebrate success.

Participate and make every day count, aspiring to achieve your very best.

Support everyone, care for them and make them feel welcome.

Consequences chart.



Further information about red cards:

Sometimes children may go straight to a red card and miss a whole playtime or more than one depending on the severity of the incident. This may be for a significant incident e.g for violent or aggressive behaviour, the use of bad language/racist/homophobic name calling.



Consequences chart.

Stage 1:

Verbal reminder/Stop and think



Stage 2:

Yellow card



Stage 3:

Red card



Sometimes children may go straight to a **Red** card and miss a whole playtime **or** more than one depending on the severity of the incident.

This may be for a significant incident, for violent or aggressive behaviour, the use of bad language/racist/homophobic name calling.