BEHAVIOUR POLICY FOR RIVER VIEW PRIMARY SCHOOL

Date of issue: *July 2011*

Reviewed: *September 2021*

Date of next review: *September 2022*

Core Beliefs/Mission Statement

Good behaviour is a necessary condition for effective teaching important outcome of education which society rightly expects

At River View we want to make sure all our children are happ promotes good behaviour. It is key to promote good relationsh race, gender or creed, and civilised behaviour which ensures th and pupils. We also aim to give children a sense of self-respect,

attain success at their own level, growing in confidence and hence in the ability to respect and co-operate with others. Our children have confidence that our approach is consistent and fair, providing opportunities for them to behave well. The children understand that the language staff use will always refer to their behaviour and will not be directed at the child.

Aims

At River View, all staff will:

- Recognise and highlight good behaviour
- Ensure that all children are praised for behaving well
- Ensure criticism is constructive - highlighting the inappropriate behaviour and not directed at the child
- Explain and model the behaviour we expect to see
- Encourage children to be responsible for their own behaviour
- Inform parents about children's good behaviour
- Reward individual and groups of children for behaving well
- Be consistent in their approach to dealing with all behaviours
- Promote routines that support good behavior
- Create a learning environment
- Record levels of behaviour on the school system for future reference
- Have clear rules and routines for behavior in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

At River View, all children understand that good behaviour impacts on their learning. All children will:

- Recognise positive behaviour in others
- Understand that positive behaviours will be rewarded
- Be positive role models for each other
- Respect themselves and each other by following school rules
- Understand that negative behaviour has a consequence
- Accept that the more severe the behaviour the more severe the consequence

Positive Behaviour and Rewards

At River View, we have a positive approach to behaviour. School rules have been written in conjunction with the children and are referred to at all times. These are written using positive language to reinforce whole school expectations of behaviour. The school uses a variety of rewards, both whole school and in class. These are used to promote good behaviour, good work and effort. Reward systems include but are not limited to:

- Verbal praise & gestures which are specific to behaviour and learning
- Rewards from class teachers and from the head/deputy
- Celebration Assembly led by SLT

- Raffle tickets
- Certificates
- Attendance awards & incentives
- Dojos
- Behaviour days
- Individual class rewards based on targets
- Whole phase targets & rewards
- 'Special' time incentives
- Letters home
- Playground leaders
- Golden Time
- Secret student

This list is not exhaustive and not all these reward systems are used at all times. All staff make sure that rewards are relevant to both groups and individuals. Targets are set with specific behaviour goals on an individual, class, phase and whole school basis which are then rewarded accordingly. Each classroom environment is carefully planned and features include:

- Display to feature:
    - how rewards are given in this class
    - good listening skills
    - class golden rules
    - consequence chart and strategies for positive behavior
- please refer to the environment checklist at the end of this policy

Inappropriate Behaviour and Consequences

Rewards are the principal driving force in creating a positive and effective learning environment for all pupils and staff. We do, however, recognise that consequences should be issued when negative behaviours have been displayed.

At River View, children are aware of the boundaries and consequences placed on negative behaviour. They recognise that, on displaying the negative behaviours, they will receive a consequence that is in line with their behaviour. These consequences and levels of behaviour will be displayed in a consequence chart which is referred to by all staff and remains consistent across phases. (see below)

The children have had the opportunity to share their views on what they consider to be suitable consequences for their negative behaviour and appropriate rewards for positive behaviour through pupil forums and school council meetings. They have contributed their ideas.

Children will be given the opportunity to reflect on their behaviour and make plans for a positive change. It is expected that the child take responsibility for their behaviour and endeavour to restore the balance of relationships through an apology. It is also anticipated that children will learn to manage their own behaviour through the use of class and group strategies but that they learn to develop their own strategies for controlling their behaviour.

It is expected that staff keep records of children who have displayed medium or high levels, Orange and Red, of behaviours using SIMs. This can then be referred to when more serious consequences are issued and/or when reporting back to parents.

Responding to developing concerns

From time to time particular aspects of behaviour may become a concern. The school leadership team, guided by the head teacher, meets to discuss the concerns and develop a suitable response. This could include but not limited to:

- a meeting with children or parents
- a letter home
- a temporary time limited adjustment to the usual timetable
- a report card or behavior contract focused on a particular behavior and linked to a particular reward
- the removal of the reward where behavior hasn't improved

If it is deemed that a child is displaying extreme behaviours that may affect the safety of themselves or others, staff will use appropriate measures to ensure their safety in line with Local Authority guidelines and school policy. This could include the decision to remove a child from a trip or event. The HT and senior members of staff review a full print out of Orange and Red behaviours on a fortnightly basis to look for trends and to ensure that key children receive appropriate support.

The following chart has been discussed with children and staff in order to make it relevant to a whole/school approach and/or relevant to a key phase.

Behaviour consequence chart

Behaviour	Consequences
Low level Not ignoring inappropriate behaviour Not staying in seat during lesson time Fiddling and distracting others Running in school Not lining up properly Not putting hands up Interrupting Shouting out Not listening Name calling and answering back Inappropriate comments, incl. commenting on others' consequences Throwing objects but not at people Chewing Invading other children's personal space Play fighting Inappropriate noises	Warning 2 minutes off break (in class) 5 minutes off break – supported by phase staff 10 minutes off break – supported by phase staff Miss whole break - supported by phase staff Reflect upon actions
Medium Level Telling Lies Spitting Refusing to work Refusing to take consequences Damaging/ destroying other people's work Damaging/destroying display Disrespectful speech and actions Damaging objects around school Ignoring staff instructions Throwing object at people Threatening other children Hurting other children on purpose Making ourselves and others unsafe Fighting Swearing/using offensive language	If low level behaviour continues staff will then move on to medium level consequences: Miss break 10 minutes off golden time 20 minutes off golden time 30 minutes off golden time Loss of golden time ½ Consequence Time – parents informed by HT/DHT/SLT Full Consequence Time - parents informed by HT/DHT/SLT Brought back from school trip
High Level Leaving class without permission Swearing/using offensive language to a member of staff Bullying Racist behaviour Physical assault on another child, including fighting Physical aggression towards an adult Threatening an adult Leaving school without permission Stealing Kicking, punching, thumping (etc.) objects around school; e.g., walls, furniture Damaging property Breaking Health and Safety Rules; e.g. pond, boundary, balconies.	• Full consequence time - parents informed by HT/DHT/SLT • Brought back from school trip • Isolation 1 session – parents phoned • Isolation 2 sessions – parents phoned • Refresh 1 – ½ a day • Refresh 2 – one day parents contacted • Refresh 3 – two days by SLT • Exclusion

Notes:
- Exclusion (temporary) includes the removal of children from lunchtimes. **Removal of after school privileges will be made by members of the SLT only. Parents will be informed of decisions made by the SLT.**
- Exclusion (permanent) is only used in exceptional circumstances, where there has been an extremely serious incident or where there has been a long series of misdemeanours. It is only considered when there is a threat to the provision of efficient education, or the safety and welfare of the majority of children, where the school rules have been persistently broken or where physical or verbal abuse is offered to staff and all behaviour strategies have been exhausted. Reference to be made to relevant LA and Department for Education guidelines.
- The decision to bring a child back from a school trip may only be taken by the class teacher after consultation with the HT or DHT.
- In nearly all cases the decision to move to an after school detention (consequence) will be made by or in consultation with a member of the senior leadership team.
- Medium levels consequences will be issued by teaching staff in conjunction with SLT. **Where a member of staff feels a child's behaviour has reached high level (red), the appropriate consequence will be decided upon after consultation with a member of the SLT.** These will be recorded in SIMs.

BULLYING

As a staff we aim to keep the issue of bullying in the open and see the following steps to be essential if we are to deal with bullying in a positive way:

- Be available – We are aware that bullying goes on and that we are always ready to listen to any concerns the children have.
- Investigate - Each incident is investigated as soon as possible and all parties are asked to give their views, discretion is always used.
- Record – The teacher who is investigating will record the incident with a Senior Management Team member if it is felt necessary a written record will be kept. The children are told of this process so they realise that the incident is taken seriously.
- Record all items of bullying on SIMs which is reported to the Local Authority.
- Respond – Depending on the severity of the incident there are various responses and consequences available to the Head teacher (stated previously).
- Follow-up – Usually in the form of a meeting, it is important for the children to know that they are supported in a positive way.

When responding to issues of cyberbullying, these procedures apply. Children are taught how to collect evidence through the use of new technologies and how to report or block people online. For additional information, please see the school's Acceptable Use Policy.

PLAYGROUND BEHAVIOUR

At River View, we have recognised that children's behaviour can be affected during unstructured social times. Therefore, we have endeavoured to ensure the correct supervision and systems are in place to aid and model good behaviour to all children. There will always be at least 2 adults covering playground duty for each playground. When children are experiencing regular problems with their behaviour at lunch and break, we intervene to prevent this from continuing. Class teachers may devise interventions themselves or may refer the matter to the Child & Family Support Team.

Behaviour and SEN

Children who have been recognised to have a Special Educational Need with regards to their behaviour are given an Individual Behaviour Plan (IBP). This outlines any difficulties the child may have and the approaches used by staff to help combat these problems. IBPs have clear success criteria and time scales incorporated into them to aid the evaluation and reviewing process. These are issued following discussions with parents, staff and other professionals where required. CAFs (Common Assessment Framework) will be completed in conjunction with families where behaviour is impacting on children's learning and attitudes in school. Behaviour targets will be shared with parents and supporting adults.

Partnerships

At River View, we work alongside other agencies to support our behaviour policy.

The partnership between home and school is vital and needs to be a positive working relationship which the child may benefit from. We always seek parental support when dealing with behaviour issues in school. Parents are encouraged to work with school and share strategies which can be implemented both at home and school.

Support for children and their families can also be accessed through our Child and Family Support Team.

River View also works closely with other agencies such as the Primary Partnership Centre at Alder Brook, CAMHS, Educational Psychologists, Local Community Police Officers, Education Welfare Officer (EWO), School Nurse and other support services and these are involved when needed.

Staff Training

All staff follow the behaviour policy and receive additional training when required.

Additional training is provided by outside agencies and, when appropriate, in conjunction with other schools, to support children with specific needs that may impact on behaviour.

Additional Points to Note

- We will endeavour to use positive reinforcement of appropriate behaviour as the primary means of dealing with inappropriate behaviour.
- We will record incidents on the school systems.
- We will always offer children a choice, e.g. 'you can choose to lose 2 minutes off break or you can choose to carry on with your work' and we will endeavour to allow 'take up time.'
- We will ensure our response to inappropriate behaviour does not escalate the situation and any consequences will be given in a calm and caring manner where alternative courses of actions are developed.
- We will ensure that the consequence relates to the level of behaviour displayed and is not excessive but relevant to the child.
- We will endeavour to treat children with the utmost respect at all times, never using sarcasm or demeaning speech or physical presence. The sanction is the consequence and not public humiliation.

- We will give the required period of time to parents when informing them of consequence time after school and make sure the arrangements fit in with parents' needs.

We recognise that every day should be seen as a new day with children being given the opportunity to make a fresh start following a consequence.

APPENDIX 1: WHOLE SCHOOL POSITIVE BEHAVIOUR STRATEGIES

WALKABOUT

The aim of walkabout is to ensure that pupils are moving around the school in a safe and sensible manner.

Pupils should:
- Walk in a line
- Respect others who may be working by keeping noise level to minimum
- Keep to the left hand side when walking down the stairs
- Enter and leave assembly in a quiet line

WALKABOUT-AWARDING POINTS

- Each class will begin the day on 8 points. Points are added or removed depending on how well the children are moving around the school
- Points will be awarded and recorded on each classroom door at the end of each day
- Members of staff should carry a number fan to show points
- Members of staff should escort the class/groups they are responsible for around the building at key times during the day:
  - Collect from the MUGA in morning
  - Escort down the stairs at playtime
  - Collect from the MUGA/ field at the end of play (promptly at 11:05)
  - Escort to lunch
  - Escort to designated picking up point at the end of each day
  - Escort to and from assembly
  - Any time the majority of the class are moving around the building

Staff should ensure that pupils are collected promptly at the end of each break to ensure that learning time is not lost.

Class points run from Friday until Thursday and will be collected on a Friday morning. The week's winning class will be awarded an extra 10 minutes play on Friday (to be supervised by the class teacher) and will hold the walkabout teddy for a week.

All displays to be at appropriate eye level.

Permanent Displays

- Positive behaviour attributes/ethos

- Good listening skills displayed:
  Eyes are watching
  Ears are listening
  Lips are closed
  Hands and body still
  Brains engaged
  Please pictorially demonstrate these rules.

- Class contract written using positive language such as "To be kind and polite.
  " To be helpful and aware of others feelings."

- Consequence Chart & Strategies for Positive Behaviour (pictorially displayed)

- Fire Evacuation guide /Plan and register
- Working Wall
- Children's Work (to be changed half termly)
- Visual Time Table

Refresh sits between isolation and exclusion as an extension of an isolation. It will be a longer period of supervised time in a room where the children will have no contact with other children, including break time and lunchtimes.

Refresh 1 – half a day
Refresh 2 – full day
Refresh 3 – two days

PROCEDURE FOR REFRESH

1. Parents/carers contacted to explain arrangements and reasons for Refresh consequence including length of time child will be in Refresh

PLEASE NOTE: *Parents will **always** be offered the opportunity to view the Refresh area if they wish*

2. Staff member supervising Refresh collects work for the child to complete prior to the start of the Refresh consequence
3. Following day/same day - Child is brought to reception by parent/carer
4. Child is met by member of staff (CFST member) and taken to Refresh room
5. Child is taken to the Refresh room to complete work for the period of time agreed
6. Child has break times and lunchtimes in Refresh room. (Those children on school dinners have lunches brought to them by a member of staff)
7. Prior to the end of Refresh, behaviour is discussed with child and approaches to support behaviour improvement are negotiated and agreed.

ORGANISATION OF REFRESH

STAFFING

1. Member of the CFST
OR 2. Member of the Senior Leadership Team
OR 3. A designated member of staff who is known to the child

HOW IS THIS DIFFERENT TO ISOLATION?

Isolation is a fixed period of time for a child to be out of class, monitored by a member of staff, and can be in another part of the school or outside another classroom. Refresh is a school 'exclusion' which is longer than 1 or 2 sessions where children have no contact with other pupils during the agreed period of time.

WHO CAN ISSUE THIS LEVEL OF CONSEQUENCE?

Only senior leaders can issue a red level consequence – including a Refresh consequence – following an investigation of the behaviour with child and staff members and **contact with the parent/carer.**

HOW WILL THIS BE RECORDED AND MONITORED?

Any orange or red level consequence is recorded in SIMs by the staff member who has issued the consequence. Behaviour reports are produced fortnightly and analysed by senior leaders with the CFST to identify trends and patterns and any further interventions that are required.

APPENDIX 4: RPI

Challenging behaviours often form a pattern, in which episodes of behaviour may become out of control, requiring trained staff to intervene to maintain an appropriate learning environment, prevent injury or property damage. It may be necessary for individual solutions to challenging behaviours to include some form of physical intervention. This use of physical intervention is referred to as Restrictive Physical Intervention (RPI).

RESTRICTIVE PHYSICAL INTERVENTION (RPI)

Restrictive Physical Intervention (RPI) describes a wide range of strategies which can be used to manage children and young people who put themselves and others in danger or are likely to cause significant damage to property. It does not just refer to hands on contact by one person on another.

KEY PRINCIPLES OF RPI

This strategy is founded on a number of key principles. They underpin the need to understand the use of restrictive practices in River View and to ensure that when, as a last resort they have to be used, it is in the most supportive manner.

At River View we believe:

- Children and Young People's human rights must be protected and honoured at all times.
- Understanding people's behaviour allows their unique and individual needs to be identified and quality of life enhanced.
- Involvement and participation of service users, their families, carers and advocates is essential.
- People must be treated with compassion, dignity and kindness.
- Education, health and social care services must keep people safe and free from harm
- Positive relationships between the people who deliver services and those they serve must be protected and preserved.

IMPLEMENTATION OF RESTRICTIVE PHYSICAL INTERVENTION (RPI)

River View Primary School will ensure that Behaviour Support Plans include the full range of strategies to be used with that child and aim to prevent the use of restrictive practices. RPI will be included in the plans where necessary.

If it is necessary to use RPI then it will be carried out by Staff who have been trained through specialised agencies.

The SEN & Behaviour support staff will ensure that reviews of Behaviour Support Plans are included within their internal audit / monitoring / evaluating and reporting programmes. Schools and settings will ensure that the recording of RPI is reported annually to the governing body and where requested to the Local Authority.

Following the publication of OFSTEDs review of sexual abuse in schools from Summer 2021 and changes to Keeping Children Safe in Education 2021 school has considered the recommendations and has responded as follows:

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.	
In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:	**River View Response**
• a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes	School uses Jigsaw: "Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others."
• high-quality training for teachers delivering RSHE	All teachers receive training before they deliver the Jigsaw programme. This is delivered by the DSL, the HT, The subject leader and with ongoing support from the phase leaders. During the September INSET staff were briefed about OFSTED's current findings on Peer on peer abuse as outlined in the Keeping Children Safe In Education documentation. Staff were made aware that we must prevent a culture that ignores and inadvertently promotes sexual harassment and violence. Staff were directed to the many lessons within our Computing and SMSC JIGSAW scheme for each year group, which help to inform and keep our children safe. The scheme includes lessons on

	stereotypes, boundaries, respectful relationships and being safe online.
• routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse	Staff are clear that we take a zero tolerance approach to any language or behaviour that could foster a culture of sexual harassment. Our behaviour policy has recently been updated and displayed in every classroom. The policy states 'this school does not tolerate peer on peer abuse etc' with a definition of what this could mean. Sexist and stereotypical comments are addressed immediately. Any incidents of sexual harassment or violence are passed on to our Safeguarding Lead and are logged on Integris or CPOMs.＊ At River View, we take the approach that "It can happen in our school' .
• a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated	The school behaviour chart has been shared with all children and appears in the behaviour policy and on the walls of classrooms and offices. It states: This school does not tolerate peer-on-peer abuse. This could include cyberbullying, bullying or hurting another child physically or mentally, racist or homophobic abuse, making rude or sexual comments about another child, sharing rude photographs (sexting), upskirting or humiliating another child as a test to join a group. If peer-on-peer abuse is suspected, this will always be dealt with by senior staff in line with other high level behaviour.
• working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour	The school receives whole school safeguarding training delivered on behalf of the local safeguarding partnership every 18 months. New staff receive full training in their first half term and then fall in line with whole school updates.
• support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs	DSL has a single role focused on safeguarding and is an accredited trainer for the LA in conjunction with training programmes determined by the LSP

• training to ensure that all staff (and governors, where relevant) are able to:
  ○ better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
  ○ identify early signs of peer-on-peer sexual abuse
  ○ consistently uphold standards in their responses to sexual harassment and online sexual abuse
	This is thorough and ongoing. All governors are invited to attend whole school safeguarding updates. In the autumn of 2021 three governors attended this training. All school staff attended the training.

The lead teacher for relationships sex and health education has prepared the following statement in the autumn term of 2021:

During the September INSET staff were briefed about OFSTED's current findings on Peer on peer abuse as outlined in the Keeping Children Safe In Education documentation. Staff were made aware that we must prevent a culture that ignores and inadvertently promotes sexual harassment and violence. Staff were directed to the many lessons within our Computing and SMSC JIGSAW scheme for each year group, which help to inform and keep our children safe. The scheme includes lessons on stereotypes, boundaries, respectful relationships and being safe online.   Staff are clear that we take a zero tolerance approach to any language or behaviour that could foster a culture of sexual harassment.   Our behaviour policy has recently been updated and displayed in every classroom. The policy states 'this school does not tolerate peer on peer abuse etc' with a definition of what this could mean. Sexist and stereotypical comments are addressed **immediately**. Any incidents of sexual harassment or violence are passed on to our Safeguarding Lead and are logged on Integris or CPOMs**. At River View, we take the approach that **_"It can happen in our school' ._**

Signed

Chair of   Governors

Head Teacher