



Rowley Park Primary Academy

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.

We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.

We aim to provide care and support for our children and guide them to learn how to manage their behaviour appropriately.

We give children choices and make it clear as to the consequences of the choices they make. We believe that children have rights and responsibilities

Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other, however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Our Values

As part of Victoria academies, we believe we should be values-driven where leadership at all levels has a strong moral purpose. Taking inspiration from the Latin word Fides ('To Trust') we believe in five simple core values that underpin all that we do. Our values were created by pupils across Victoria Trust and shared with everyone. They are:

Focus on family

We do this by:

- Working together
- Trusting each other
- Sharing our feelings
- Wanting the best for each other
- Being there when things go wrong
- Being pleased when others do well.

Insist on excellence

We do this by:

- Believing in ourselves
- Have high expectations
- Being resilient
- Striving to be the best we can
- Practicing until perfect
- Celebrating and sharing what we do

Do good as you go

- Show kindness to each other
- Be a friend
- Share a smile
- Use good manners
- Help others
- Consider the feelings of others

Embrace innovation

We do this by:

- Exploring new ideas
- Trying new things
- Having an open mind
- Learning to challenge

Seize success

- Be enthusiastic and positive
- Work hard
- Make the most of opportunities
- Be encouraged and encourage others
- Learn from our mistakes
- Include everyone

Positive Reinforcement and Rewards

The school talks about values regularly and how these are reflected in children's behaviour.

Class rules

Each class create their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

Peaceful places

Each class has a peaceful place. This is a place where children can go to take 'time out' in a positive way. Peaceful places are also used to encourage children to reflect upon their actions. Timers may be used if appropriate or necessary to limit the time spent in the peaceful place. (These should not be used as an option by children to avoid work or an awkward situation – in these cases a timer must be used.)

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors, house captains and sports leaders as well as through the school council.

Curriculum

At Rowley Park we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour.

School encourages systems and routines to keep well-ordered classrooms (for further details see the staff handbook).

The values and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action

Dojo Points – given out by all staff as a reward.

Stickers - given out by teachers, TA's and midday supervisors for effort with work and behaviour and achievement in work. These are then taken home to be shared with parents/carers.

Marble Jar (or equivalent) – the class work towards a negotiated 'treat' by earning marbles for times when the whole class has behaved or worked appropriately. The number of marbles needed is agreed with the class.

Friday Celebration Assembly – fortnightly and termly Well Done awards given out in assembly.

Inappropriate Behaviour

At Rowley Park we will not tolerate behaviour which impacts on other people's learning and /or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

In each class the teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs.

When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands/behaviours.

An example of this maybe:

1. A reminder given on what is expected, what rule they are breaking and what choices they have.
2. Miss part of break and/or lunchtime
3. Miss a larger part of or all of break and/or lunchtime
4. Removal to a partner class (Agreed between teachers) for a set amount of time with work to complete – class teacher to inform parents
5. Sent to Assistant headteacher
6. Sent to Deputy headteacher / Headteacher – parents informed by HT/DHT with a letter.

If within the agreed system, the sanction is to lose break time, it is the class teacher's/ TA's responsibility to supervise children in their classroom.

The above model may not be suitable in all occasions; for instance where a child is deliberately putting themselves or others at risk or physically hurting anyone it may be necessary to involve Headteacher / Deputy Headteacher immediately.

Incidents are to be recorded and filed in the Behaviour Incidents folder. This will help keep track on how often children are displaying inappropriate behaviour and therefore whether or not more intervention needs to take place.

If inappropriate behaviour occurs at break times, the staff members on duty need to deal with it immediately. Children will be asked to sit in the 'thinking zone' for an agreed amount of time in order to reflect on their inappropriate choices. If asked to stay there until the end of break time, they will then need to be collected by their class teacher who will then follow up the incident once back in class.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then an Individual Behaviour Plan may be drawn up and the following actions may occur.

- Discussion between teacher/child/parent - agreeing on targets for behaviour
- Seclusion in school
- Child excluded from lunchtimes (If lunchtime related)
- Child reduced to a part time timetable
- Fixed term exclusion
- Permanent exclusion

It can only be the decision of the Executive Headteacher or Deputy Headteacher to seclude or exclude a child or reduce a pupil's timetable.

It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Community Paediatrician and the Pupil Referral Service throughout the above process.

In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. (Please refer to Positive Handling Policy.) If while doing this, a member of staff or pupil is physically hurt, they need to record the incident using the appropriate form and then inform the Executive Headteacher or Deputy Headteacher so they can take necessary action.

To support all school staff with implementing the behaviour policy some guidance notes have been drawn up.

Behaviour	How it might look	Positive strategy to use prior to sanction being given
Swearing	In-voluntary act / swearing as part of conversation / not directed at a person Swearing at a person	Warning / reminder about appropriate language None
Non – compliance	Refusal to complete work, refusal to do as asked, not attending specific lessons or activities e.g. assembly, PE	Give a choice 1. 1) the work has to be done now or completed in break / lunch / at home etc – if child is not disturbing rest of class ignore behaviour – be sure rest of class understand this is what you are doing “ xxx has chosen not to do his/her work now but will be doing it later”

		2. 2) Do what you want them to do OR they will have to work in another class? See **** miss a break / playtime**** give them time to choose – I will give you 2 minutes to do as I have asked or you are choosing for me to ****(what ever set consequence is)
Showing disrespect to children	Laughing at other children's abilities Speaking rudely to children Making derogatory comments	Explain why that is inappropriate – give reflection time and make apologies.
Showing disrespect to adults	Speaking rudely to adults, refusal to speak/listen Answering back Walking away when being spoken to	Explain why that is inappropriate – give reflection time and make apologies. Judge situation – (these situations could be caused by something else and overreaction by adult may inflame the situation)
Leaving teaching areas without permission		Judge situation – (these situations could be caused by something else and overreaction by adult may inflame the situation)
Showing a lack of respect for resources and equipment	Damaging school books drawing on exercise books Breaking rulers/pencils etc. Leaving resources on the floor Not putting away resources correctly. Deliberate damage of property Taking/using resources they have not asked to use	Warning / reminder about appropriate behaviour and expectations.

Guidance for Midday supervisors

If children display inappropriate behaviour at lunchtime, they are to be sent to the Senior Lunchtime Supervisor. This will be supervised by Senior Lunchtime Supervisor who will record why they have been sent in. Children should be able to come unaccompanied and explain why they have been sent in. If they are unable to explain, another child can be sent in with them to explain the situation. Please try to avoid coming in yourself as you are needed elsewhere! If a child refuses to come in, send a responsible child in to inform the Senior Lunchtime Supervisor.

If you are sending in children to explain what happened then please make this aware to them and that they are not necessarily in trouble themselves, as children have vivid imaginations and will automatically assume they are in trouble!

The Senior Midday Supervisor may request for other children to come in so they can establish the facts. She will decide on the punishment – this may be a warning, to stay in for a short period of time, or to miss further lunchtimes. These will be recorded. If Senior Midday Supervisor feels the incident is a major one, she will call for the Assistant Headteacher, Executive Headteacher or Deputy Headteacher.

The bench in the hall should be used when other methods of positive discipline have been used but have been unsuccessful. The following table may be useful to assess whether to send a child in.

Behaviour	Action 1	Action 2
Physical fighting between two or more pupils	No warning	Sent in straight way
One child physically hurting another	1 Warning about behaviour, reminder not to do that and explain why	Sent in if it happens again despite warning
Not listening to adult, refusal to go somewhere or do something	1 Reminder of the behaviour that is expected. 2 Warning that if they persist to refuse then they will go to the hall. Give 2 minute to comply.	Sent to time out after steps 1 and 2
Swearing	Swearing as part of conversation - not directed at anyone – 1 warning	Sent in if it happens again despite warning If the swearing is directed at someone then send straight in.
Name calling / teasing / following another child / pestering another child / disagreements between children (non physical)	1 talk to children involved and try to sort out problem 2 reminder about appropriate behaviour 3 warning if it happens again they will be sent in	Sent in after steps 1 to 3 have been used.

Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour

- At all times your behaviour will have a big impact on how the children will respond to you and others.
- We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they get angry.
- We are always respectful of others; never belittle, humiliate or deliberately embarrass children.
- Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.
- If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation.
- Use Physical intervention only as a last resort.
- Don't greet a child's anger with your own, be calm and rational
- When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.
- Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adult's reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class, time in the peaceful place etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards which can be associated with poor behaviour.

A Hierarchy of consequences	
Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simply describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give Tom his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.' 'Amy remember the rule about lining up'. Refer to the displayed classroom rules when appropriate.
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour.
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or if there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom.

Expectations at Rowley Park

Uniform

All children will be encouraged to wear school uniform consisting of:

White shirt/polo shirt or blouse

Purple jumper /Tie

Black or grey trousers skirt or dress

Black or Dark grey school shoes – shoes should be suitable for school and the age of the child wearing them. (Velcro not laces for younger children, no heels or thong sandals)

Purple checked dress in summer

PE Kit

White t-shirt

Black or purple shorts

Trainers or plimsolls

Tracksuit for colder weather

NO football tops, clothing with big logos or tops without sleeves

Children will be encouraged to tuck shirts in, especially if they are tailed shirts.

Children will be encouraged to make sure their uniform is clean and presentable – spare clothes may be issued if needed. Persistent problems with 'dirty' clothes should be reported using a CP form.

Jumpers and cardigans to be worn correctly; not off the shoulders or tied around waists.

Jewellery

No jewellery should be worn in school. For children who have pierced ears, small studs may be worn – these should be removed or covered for PE. A watch may also be worn but removed for PE.

If children are wearing jewellery it should be removed, placed in a named envelope, and sent to the office for safe keeping until the end of the day.

Expectations of behaviour

Walking around school with hands behind back from staff and children.

Holding the doors open for others Respecting property and belongings by:

- keeping cloakrooms areas tidy
- putting books back on shelves correctly
- not leaving items on the floor
- Keeping exercise books tidy etc.
- Expecting polite responses from children and adults by:
- Always saying please, thank you and excuse me
- Trying to have eye contact (depending on nature of child)
- Acknowledging when people are speaking to you, by responding and not shrugging, nodding etc.
- Using 'Pardon' and not 'What'