



# Positive Behaviour Policy

The staff responsible for the Positive Behaviour policy are:-

**The Senior Leadership Team**

The governors responsible for the Positive Behaviour policy are:-

**Members of the Personal Development Team**

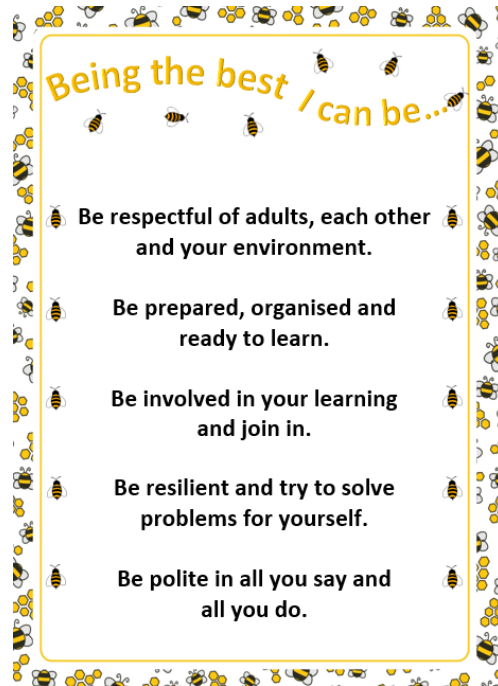
Agreed by governors: 3<sup>rd</sup> November 2023

Review Date: October 2024

## **Rationale**

This policy aims to provide the framework to facilitate an orderly environment to be maintained and to allow members of the school community to concentrate upon learning.

At Roydon Primary School, we are all ...



## **Teaching and learning about behaviour**

All children and adults in school are expected to follow this policy.

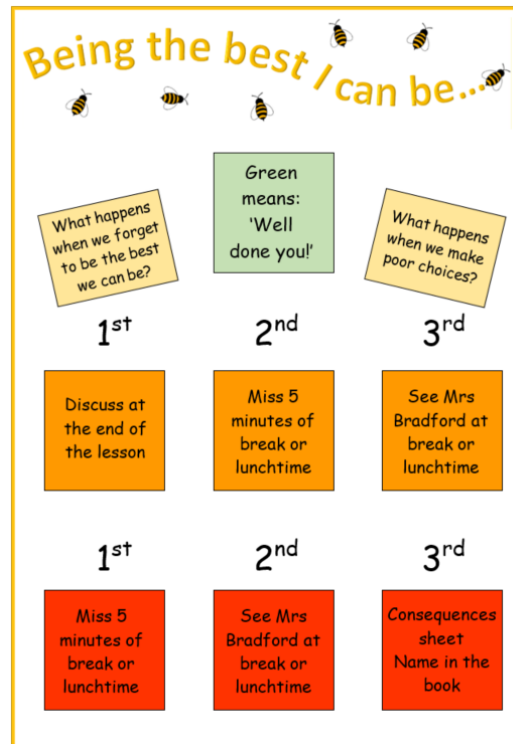
Paid members of staff will decide on when and how appropriate rewards and sanctions will be applied.

The content of this policy will be shared with all children at the beginning of the academic year, during PSHE lessons and inherently in our day-to-day practice.

## **Classroom Management Strategies**

- At the beginning of the year, each class will agree class rules that are understood by everyone.
- Keeping these rules will be rewarded by:
  - Stickers and stamps
  - Dojos
  - Small prizes or rewards for achieving certain numbers of Dojos each half term
  - Becoming a 'Special Achiever' for work or behaviour, receiving a small prize and certificate, and being celebrated in assembly
  - One child identified as a 'Shiny Person' each half term to be entered into an annual prize draw.

- Each class from Year 1 to Year 6 will have sets of traffic light cards available. Children whose behaviour in lessons falls below the expectations of a member of staff will be given a set of cards with orange uppermost. They will be expected to modify their behaviour so that the green card can be displayed. By the end of the lesson, consequences for consistent inappropriate behaviour are explained here:



### Break times and lunchtimes

Outside lesson times, staff will support the children to follow these expectations in particular:

- show good manners at all times
- be in right place at the right time
- treat other people as you would like to be treated
- take care of our school environment
- Following these expectations will be rewarded by:
  - praise
  - stickers
- Sanctions for breaking these rules will be:
  - warning
  - time out for one to five minutes depending on age
  - missing some outdoor play time
  - a member of the senior management team will be called to deal with the situation.

## **Moving around school**

When moving around school, staff will support the children to follow these expectations in particular:

- Show good manners at all times
- Be in right place at the right time
- Take care of our school environment

This applies in corridors, the Heart Space, toilets and the hall.

## **Beyond the school day**

Non-criminal bad behaviour and bullying (including online) that occurs off the school premises will be dealt with by:

- Investigation in a timely manner
- Gathering information from witnesses
- Discussion with parents

Sanctions that may be applied by the school may include:

- Writing a letter of apology
- Collection from school by a responsible adult
- Missing break times
- Removal of privileges

## **Off-site visits**

Children are expected to follow school and class rules as appropriate when they are taking part in an educational visit, and should be reminded before leaving the school that they are representatives of the school.

If children are organised into groups, they are expected to follow instructions given by their supervising adult, whether the adult is an employee of the school or a volunteer.

Failure to follow rules or instructions may result in:

- a reminder of the rules or instructions to be followed
- transfer to a group that is supervised by a member of staff/visit leader
- a telephone call to the headteacher
- contact being made with the parents
- collection of the child from the venue by the headteacher or the child's parent or carer
- the child not being allowed to join future educational visits.

### **Serious or persistent misdemeanours**

Significant bad behaviour, such as swearing, inappropriate or offensive language, violence, bullying, vandalism, or persistently bad behaviour, will be dealt with by senior staff in some or all of the following ways:

<b>Stage 1</b>	Discussion/investigation of incidents
<b>Stage 2</b>	Phone call or letter sent home explaining what the consequences the child will face. These might include: <ul style="list-style-type: none"><li>• a reprimand</li><li>• play time/dinnertime detention</li><li>• loss of privilege</li><li>• internal exclusion</li><li>• consideration of intervention strategies and programmes to promote good behaviour.</li></ul>
<b>Stage 3</b>	Child is placed on a weekly report card. External support may be sought and agencies informed as appropriate, that might include, e.g. referral to the Educational Psychologist.
<b>Stage 4</b>	Temporary or permanent exclusion would be considered for the most severe or frequently repeated incidents. Exclusions would only be implemented following discussions with parents and the Chair of Governors.

### **Bullying**

Roydon Primary School is completely opposed to bullying and will not tolerate it. All members of the school community have the right to work in a safe and caring environment. They also have a responsibility to ensure that bullying, in any form, is reported and dealt with appropriately.

### Principles

- Pupils have the right to learn, free from intimidation and fear
- Bullying behaviours will not be tolerated
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and investigated

### Definition of Bullying

Bullying involves an imbalance of power. It is when one child or group of children deliberately and persistently try to make another child or children feel inferior.

### Preventative Measures

- Regular reinforcement of STOP (Several Times On Purpose) and STOP (Start Telling Other People)
- Regular PSHE lessons
- Assemblies to teach awareness of bullying behaviours and how to report them
- Whole school participation in National Anti-Bullying Week
- Shared high expectations of behaviour from all staff
- Bullying behaviours recorded on Pupil Asset

### Responsibilities of Staff

- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all children so that every pupil understands what bullying is and the importance of reporting it
- Be alert to signs of distress and other possible indications of bullying
- Listen to children and act to support and protect them
- Report bullying behaviours to the Senior Leaders
- Follow up any complaint by a parent and report back on the actions taken

### Responsibilities of Pupils

- Do not become involved in any form of bullying
- Intervene to protect a pupil from being bullied, unless it is unsafe to do so
- Report anything you are worried about to a member of staff
- Do not suffer in silence. Have the courage to speak out

### Responsibilities of Parents

- Watch for signs of distress or unusual behaviour that might suggest bullying
- Advise children to report any bullying
- Advise children not to retaliate violently to any form of bullying
- Be sympathetic and supportive towards their children and reassure them that appropriate action will be taken.