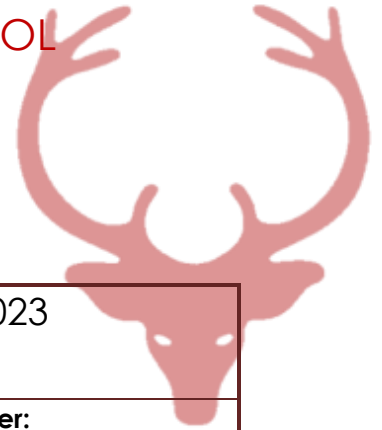


# THE RICHARD CLARKE FIRST SCHOOL

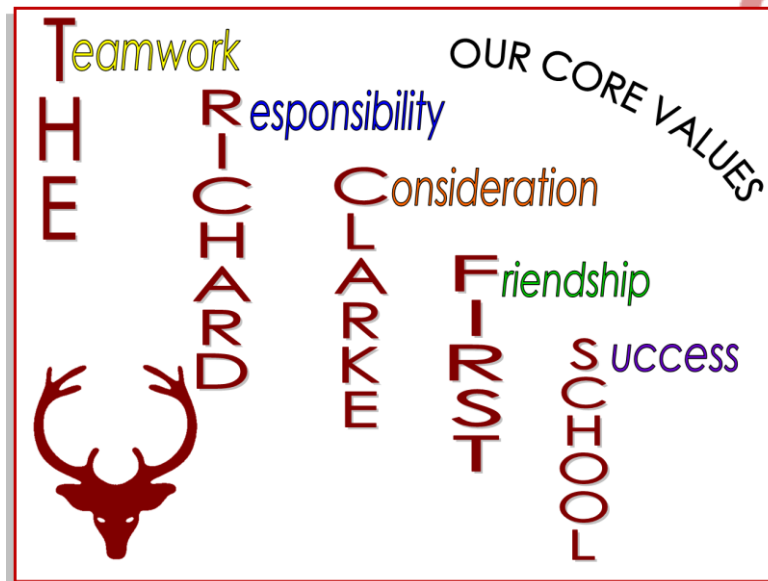


<b>Policy Name:</b>	BEHAVIOUR POLICY September 2023		
<b>Policy Author:</b> MRS K HANSON	<b>Linked Governor/reviewer:</b> CAROL SMART		
<b>Date Approved by Governors:</b>	<b>Related Policies:</b> <ul style="list-style-type: none"> <li>• Safeguarding Policy</li> <li>• Attendance Policy</li> <li>• Anti-bullying Policy</li> <li>• On-line-safety Policy</li> <li>• Child on child abuse Policy</li> <li>• SEND Policy</li> </ul>		
<b>Review Frequency: Annually</b>			
<b>Date for review: 2024</b>	<b>Statutory or Voluntary (S/V):</b>	<b>S</b>	
<b>Document Version: 5</b>			

<b>Chair of Governors:</b>		<b>Date:</b>	
<b>Audience:</b>		<b>Yes</b>	
Pupil Governors	✓		
Finance/resources Governors			
Standards Governors			
Teaching Staff	✓		
Support Staff	✓		
Lunchtime Staff	✓		
Parents	✓		
Other	Children Clubs		



# THE RICHARD CLARKE FIRST SCHOOL



## RCFS MOTTO: **T**OGETHER **E**VERYONE **A**CHIEVES **M**ORE

### Key premises of our approach

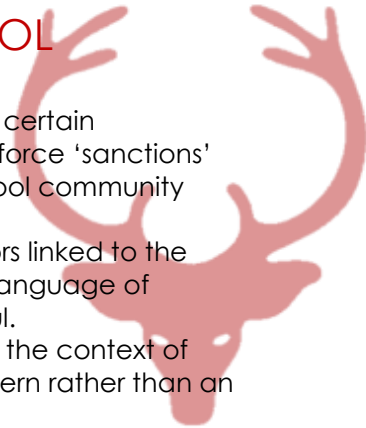
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication.
- The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour.
- We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Thinking of a child as behaving badly disposes us to think of punishment.
- Thinking of a child as struggling to handle something difficult encourages us to help them through their distress.

#### Putting relationships first

- This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour.
- Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

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- 
- Awareness that rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.
  - Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.
  - Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
  - Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.
  - "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

## A Whole School Approach starts with ethos

- Creating an inclusive and positive school ethos around behaviour is something that is driven by the Headteacher and school's staff in order to be endorsed by, and embedded across, the whole school community.
- We strongly believe that responding to the SEMH needs of children is not the responsibility of a few staff in school; it is everyone's responsibility.
- Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014).
- This policy promotes the idea that the SEMH needs of all should be at the heart of the school.

## **AIMS AND EXPECTATIONS:**

At Richard Clarke we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enabling all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have class and school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Consequences')

This policy is designed to promote good behaviour rather than merely deter unacceptable behaviour, always recognising behaviour as a form of communication, and always looking to support pupils to feel safe.

## **ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR**

### **The Headteacher will:**

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy

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- As SENDCO will also look to support any underlying Special Educational Needs that may affect pupil's behaviour
- Keep records of all reported serious incidents of unacceptable behaviours
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Report to/meet with parents/carers when necessary
- Be aware of and understand their rights and responsibilities (see Appendix II)

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

### All Staff will:

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Use the behaviour log when necessary (for positive as well as negative comments)
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Recognise behaviour as a form of communication and look for any underlying SEND that pupil may need support with
- Make reasonable adjustments for pupils with SEND to help them manage their behaviours

### Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the class and school rules
- Resolve disputes positively
- Value and take responsibility for the environment
- When necessary carry out self-monitoring

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- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

## Parents, Carers and Families will:

- Promote positive behaviour at home in order to have continuity between home/school
- Support the school when reasonable sanctions to punish a child have been used
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher or other member of the SLT then if necessary the school governors
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well being
- Be aware of and understand their rights and responsibilities (see Appendix II)

## The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher/SLT about disciplinary issues so that they can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

## Monitoring and Evaluating:

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of good behaviour and misbehaviour /consequences

## APPENDIX I - Rewards and Consequences

### Rewards:

To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise
- Positive feedback on all good behaviour (learning, conduct, social and emotional)
- House points
- Weekly celebration assembly (Outstanding moments, Special Achievements, Attendance Award, Top Table, House team winners announced and playtime reward)
- Pupil's work is displayed throughout the school
- Children sent to head teacher or subject leader to show their work
- Extra play on Friday pm to reward good behaviour
- Special occasion treats (eg; extra play/child choice time)
- Assistant Headteacher to monitor lunchtimes daily and pass information for positives to be rewarded if necessary



## Consequences:

Stage 1: Possible consequences for minor unacceptable behaviours, including relationship issues:

- Quiet reminder
- Non-verbal signals, (e.g. Eye contact, gesturing)
- Often praising good behaviour (e.g. 'Thank you to all of you who are....') has a positive effect on those not behaving appropriately
- Discussion with teacher/TA/Lunchtime Supervisor on behaviour and how to modify it and why, emotional coaching
- Classroom and playtime behaviour monitored with sanction applied when necessary (e.g. loss of play)
- Assistant Headteacher to monitor lunchtimes daily and pass information on for issues to be dealt with

Stage 2: Possible consequences for persistent minor unacceptable behaviours or a more serious unacceptable behaviour, including bullying/relationship issues:

- Serious discussion with teacher/TA/Lunchtime Supervisor on behaviour and how to modify it and why, emotional coaching
- Miss playtime/lunchtime either with class teacher or other member of staff
- Child may be sent to a member of the leadership team
- Lunchtime or playtime incidents passed onto class teachers
- Stage 2 incidents to be recorded in termly log to help monitor
- Headteacher to check records termly and speak to persistent offenders where appropriate
- Parents informed if deemed necessary or if behaviour is persistent

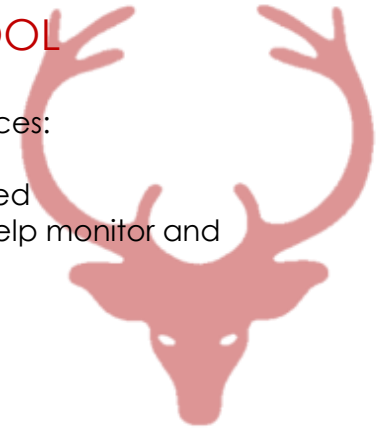
Stage 3a: Possible consequences for very serious unacceptable behaviour, including bullying:

- Sent to the Headteacher
- Telephone call to inform parents
- Loss of playtimes/lunchtimes
- Loss of privileges with parent consent ie: discos, trips, treats
- Stage 3a incidents to be recorded in termly log to help monitor

Stage 3b: Possible consequences for repeated issues, including bullying/relationship issues:

- Sent to the Headteacher
- Parents informed, regular meeting to monitor progress
- Loss of playtimes/lunchtimes
- Loss of privileges with parent consent ie: discos, trips, treats
- Behaviour support plan to be put into place, which may include use of communication diary to monitor behaviour and regular feedback to parents, reasonable adjustments, referrals for support if necessary (Behaviour support, Malachi, Action for Children)
- Stage 3b incidents to be recorded in termly log to help monitor

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Stage 4: The most serious offences or repeated serious offences:

- As 3a and 3b
- Possible exclusion for fixed term of time to be agreed
- Stage 4 incidents to be recorded in termly log to help monitor and are reportable to the ULT

Stage 5: Persistent repeat of stage 4:

- Governor disciplinary subcommittee convened
- Possible permanent exclusion from school
- Stage 4 incidents to be recorded in termly log to help monitor and are reportable to the ULT and local authority

All the above consequences are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

Reasonable adjustments or support for behaviour:

- Emotional coaching
- Friendship support
- Interventions (language/communications, turn taking, sharing games)
- Time out
- Buddy systems
- Mindfulness
- Restorative practices



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## APPENDIX II - Rights and Responsibilities

### Pupils Rights Responsibilities:

- To be treated with respect
- To behave respectfully to others
- To be safe and supported
- To behave in a way that keeps others and themselves safe
- To be willing to learn
- To allow others to learn
- To attend school regularly
- To make mistakes
- To own mistakes and learn from them
- To allow others to make mistakes
- To be listened to
- To give opinions in a constructive manner
- To listen to others

### Parents/Carers Rights Responsibilities:

- To be treated with respect
- To behave respectfully towards others
- To be kept informed about their child's progress
- To talk to teachers if they have any concerns about their child's learning and wellbeing
- To talk to their child about what he/she does in school
- To ensure their child attends school regularly
- To be listened to and supported
- To listen to others
- To have access to information on the school's procedures for positive behaviour
- To acknowledge/respond to information and share concerns
- To have concerns taken seriously
- To share concerns constructively

### Staff Rights Responsibilities:

- To be supported by peers and managers
- To ask for support when needed
- To offer support to colleagues and managers
- To be listened to
- To share opinions
- To listen to others
- To give opinions in a constructive manner
- To be treated courteously by all others in the school community
- To model courteous behaviour
- To recognise and acknowledge positive behaviour in others
- To be made fully aware of the school's system/policies/expectations
- To seek information and use lines of communication
- To receive appropriate training to increase skills in behaviour management
- To support others in developing their skills in promoting positive behaviour
- To acknowledge areas of own behaviour management skills that could be developed
- To try/use and to evaluate new approaches