



# Raysfield Primary

**Know myself. Respond to my world.**  
**Connect with my community.**

## Raysfield Primary School

# BEHAVIOUR POLICY

|   |                         |                                       |
|---|-------------------------|---------------------------------------|
| Signed (Chair):                                   | Name:<br>David Champion | Date:<br>03.05.2019                   |
| Signed (Head):                                    | Name:<br>Claire Hill    | Date:<br>03.05.2019                   |
| Ratified:<br>by Standards Committee on 03.05.2019 |                         | Next Review:<br>Annually – 03.05.2020 |

## Equality Impact Assessment (EIA) Part 1: EIA Screening

|  |                  |                  |            |
|--|------------------|------------------|------------|
| <b>Policies, Procedures or Practices</b> | Behaviour Policy | Date             | 03.05.2019 |
| EIA CARRIED OUT BY:                      | Claire Hill      | EIA APPROVED BY: | Standards  |

Groups that may be affected:

| Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)         | Existing or potential adverse impact | Existing or potential for a positive impact |
|---|--------------------------------------|---|
| Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)                         |                                      | ✓   |
| Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication). |                                      | ✓   |
| Gender Reassignment (transsexual)   |                                      | ✓   |
| Marriage and civil partnership  |                                      | ✓   |
| Pregnancy and maternity   |                                      | ✓   |
| Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)                                |                                      | ✓   |
| Religion or belief (practices of worship, religious or cultural observance, including non-belief)   |                                      | ✓   |
| Gender (male, female)   |                                      | ✓   |
| Sexual orientation (gay, lesbian, bisexual; actual or perceived)  |                                      | ✓   |

Any adverse impacts are explored in a Full Impact assessment

We firmly believe that all children have the right to learn in a positive environment.

We achieve this through:

- **Building positive relationships with all children.**
- **Giving attention to the behaviour we want to see.**
- **Consistent and calm adult behaviour.**

Children use behaviours as a way of communicating. It is our responsibility to understand and identify what they are trying to communicate.

We achieve this through:

- **Restorative conversations.**
- **All adults being role models for positive behaviours.**

We want all children to feel safe and happy at school. We achieve this through:

- **Relentless routines**
- **Clear rules with consistent follow-up actions applied fairly for all children.**

| What does this look like in practice?                   |  |   |
|---|--|---|
| <b>Golden book<br/>Learner of the week<br/>HT award</b> | Recognition for excellence.  | <p><b>3 RULES</b></p> <p><b>BE RESPECTFUL</b></p> <p>Our definition:<br/>Treat yourself, others and the world with kindness.</p> <p><b>BE READY</b></p> <p>Our definition:<br/>Being organised, focussed and positive.</p> <p><b>BE SAFE</b></p> <p>Our definition:<br/>We do not hit, kick, throw things or hurt people at our school.</p> |
| <b>Class dojos</b>                                      | Positive praise in class.<br>Positive praise at free times.  |   |
| <b>Ready to learn</b>                                   | Focused, organised and with a positive attitude.   |   |
| <b>Turn around time</b>                                 | I know you can turn this around. Teacher provides support & space to process request.<br><b>Are they ready to learn?</b>   |   |
| <b>2 mins time out</b>                                  | 2 mins off break. Positive / restorative conversation with teacher. Build relationship. <b>Are they ready to learn? How can we help?</b>   |   |
| <b>Leadership team check in time</b>                    | <b>Restorative conversation</b> with a member of the leadership team. Support for the child and support for the staff member. <b>Relationships built with leadership team. School expectations reinforced.</b>   |   |
| <b>Follow-up action</b>                                 | Regular attendance at 'Check-in' time will lead to behaviour intervention. A letter or phone call will be issued to parents explaining actions.  |   |
| <b>Further action</b>                                   | Head teachers will decide on support and sanctions to address serious misconduct. Parents will be expected to attend a meeting to discuss, where support will also be offered. Exclusion will be used when deemed necessary i.e. to maintain the safety of our children. |   |