



# Raysfield Primary

**Know myself. Respond to my world.**

**Connect with my community.**

## Raysfield Primary School

### BEHAVIOUR POLICY

Signed (Chair):  	Name:  Holly Magson	Date:  February 2023
Signed (Head):  	Name:  Claire Hill	Date:  February 2024
Ratified:  Full Governing Body February 2023		Next Review:  Annually – February 2024

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

<b>Policies, Procedures or Practices</b>	Behaviour Policy	<b>Date</b>	February 2023 (by governor hub)
<b>EIA CARRIED OUT BY:</b>	Claire Hill	<b>EIA APPROVED BY:</b>	FGB

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 throughout the school day including during lunch and break.

We achieve this through:

- **Building positive relationships with all children.**
- **Having clear school rules for children to follow.**
- **Giving attention to and rewarding the behaviour we want to see.**
- **Consistent and calm adult behaviour modelling our expectations.**
- **A clear set of consequences for those who do not follow our school rules.**

We know that children use behaviours as a way of communicating. It is our responsibility to understand and identify what they are trying to communicate. We ensure we know EVERY child well.

**Our ambition, as a team of professionals, is to provide relentless consistency to enable our pupils to have a comprehensive understanding of their own behaviour choices. As children grow up through our school we are proud of them and celebrate their personal attitudes.**

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 school rules with consistent follow-up actions applied fairly for all children.**

**OUR SCHOOL RULES ARE:**

## Be Kind

I will be kind to my friends,  
my teachers and myself.

I will show care and  
consideration to others.



## Be Brave

I will be brave with my  
learning and not give up.

I will talk to an adult if I do  
not feel safe or if I know  
my friends aren't safe.



## Be Responsible

I will take responsibility for  
my choices and my learning.

I will take responsibility for  
my safety.



## WHAT DOES THIS LOOK LIKE IN PRACTICE?

<b>AIM HIGH CERTIFICATE</b>	A recognition of excellence linked to <b>21<sup>st</sup> Century skills</b> – each term has a specific skill to focus on.
<b>SENIOR LEADER AWARD</b>	Recognition for when our <b>school rules</b> have been observed. A positive conversation and a school rule sticker is given.
<b>DOJO POINTS</b>	Positive recognition in class, around the wider school and in break times for <b>learning</b> and / or following the <b>school rules</b> .
<b>READY TO LEARN</b>	<b>We expect all our children to be ready to learn – see guidance for staff for descriptions on how this looks in practice. Reset after every transition</b>
<b>WARNING 1.</b>	Teacher discreetly <b>reminds</b> the child that their behaviour is not acceptable, reinforce the three school rules. Class teacher to have a brief <b>restorative conversation</b> to help reset the child / relationship.
<b>WARNING 2</b>	If behaviour continues child is sent to the <b>parallel classroom</b> to complete their learning. Teacher to use age appropriate time scale. Parallel teacher script to be said discretely to the child, <i>"I am disappointed that you have been sent into my classroom and interrupted our learning. Please sit here and complete your learning."</i> Class teacher to have a brief <b>restorative conversation</b> to help reset the child / relationship – this will be at break or lunch time or just before the end of the school day <i>if</i> warning 2 was given out in the afternoon session. (Teacher is not responsible to teach the child sent into their classroom, the child's class teacher is responsible for ensuring the child completes their learning if they have been unable to in the parallel class).
<b>CHECK IN</b>	Child sent to a member of the <b>senior leadership team</b> if unacceptable behaviour continues. Where possible class teacher will inform member of SLT on check in about the reason for check in – this will not be in front of the child. This will be a restorative conversation with a reminder of school rules and expectations and logged on Behaviour tracker. Child to miss some of their lunchtime – age appropriate time scale. <b>Warnings 1 and 2 can be missed out in the process and a child sent straight to check in if the behaviour warrants this.</b>
<b>FOLLOW UP ACTION</b>	If a child attends check in twice within a week, the class teacher will call home to inform parents. SLT to call parents if the behaviour warrants it. A face to face meeting will be offered if appropriate. Depending on the child's needs a behaviour intervention may be actioned, this will be age appropriate and managed by the class teacher with the support of SLT. DSL will monitor behaviour log and refer to SWAG if needed.
<b>SUSPENSION</b>	A serious breach of the school rules, or persistence breaches where the safety of children and staff is put at risk will require a more significant consequence such as suspension from school. <b>Unacceptable behaviour will not be tolerated at Raysfield.</b> Suspension provide time for provision to be changed and further risk assessment to be completed. This will be discussed with either Deputy Head Teacher or Headteacher before being issued.
<b>PERMENANT EXCLUSION</b>	A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will only be taken: <ul style="list-style-type: none"> <li>• in response to a serious breach or persistent breaches of the school's behaviour policy;</li> <li>• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.</li> </ul>

## **We regard bullying as unacceptable behaviour.**

Raysfield Primary is committed to creating a safe environment where young people feel looked after, safe and happy when they are at school. We encourage children to talk about their worries and to seek adult support when needed. We will help children by teaching them what child-on-child abuse is, what is bullying and what they can do if they feel like they (or someone else) are being abused or bullied.

### **WHAT IS BULLYING?**

At Raysfield Primary School we use the NSPCC definition of bullying:

*Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home, or online. It's **repeated over a period of time** and can hurt a child both physically and emotionally.*

It can be:





- **Physical** – hitting, kicking, spitting, tripping someone up, or stealing/damaging someone's belongings.
- **Verbal** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, or constantly putting a person down.
- **Emotional/psychological** – excluding someone from a group, humiliation or creating a feeling of danger.
- **Racist** – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, or racially motivated violence.
- **Sexual** – sexually insulting language/gestures, name-calling, graffiti, and unwanted physical contact.
- **Homophobic/ Transphobic** – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, or homophobic/ transphobic violence.
- **Electronic** – bullying by text message, chats, sharing inappropriate pictures, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), or hate websites.

Bullying is the abuse of power by one person or a group over another.

All of the types of behaviour listed above are unacceptable and **will not be tolerated at our school.**

- If a child is bullying someone, they immediately go to check in and a follow up action is decided upon by a member of the senior leadership team.
- Parents/ carers of the child bullying and the victim will be informed.
- Once the situation is resolved the victim's class teacher will have regular conversations with them to ensure they feel the situation has been resolved and has been dealt with fairly.

## WHAT DOES THIS LOOK LIKE IN PRACTICE? CHILD VERSION

<b>AIM HIGH CERTIFICATE</b>	<p>In our Friday assembly you will be given a certificate, a badge, some sweets and 10 dojo points.</p> <p>You will be given it for being an excellent member of your class who does something which is above and beyond linked to our 21<sup>st</sup> Century Skills.</p>	
<b>SENIOR LEADER AWARD</b>	<p>You will be sent to with Mrs Hill, Miss Thomas, Mrs Harris-Cue, Mrs Mullins, Miss Calver or Mrs Tyson for a special school rule sticker and the chance to talk to them about how well you have been following our school rules.</p> <div><div>Be Be</div><div>Kind Responsible</div><div>Be Brave</div></div>	
<b>DOJO POINTS</b>	<p>Dojo points will be given when any adult sees you following our school rules in the classroom, around the school and at break times.</p>	
<b>READY TO LEARN</b>	<b>Everyone will be ready to learn – this is where you will begin your day every day.</b>	
<b>WARNING 1.</b>	<p>A teacher will give you a warning if you aren't following our school rules. They will tell you quietly and offer you support to be ready to learn. Your teacher will have a chat with you later on to see if you need any help or need to talk about anything.</p>	
<b>WARNING 2</b>	<p>If you carry on not following the school rules then you will be told to go to the other class in your year group.</p> <p>You will have to sit quietly on your own and complete your learning.</p> <p>When you go back to your own class, your teacher will expect you to be ready to learn and welcome you back to the class.</p> <p>They will talk to you to remind you of the school rules and offer you some support. This might be at break time, lunch time or just before you go home.</p>	
<b>CHECK IN</b>	<p>If you keep making wrong choices you will go to see a different adult and will miss some of your lunch time break.</p> <p>You will be sent to either Mrs Hill, Miss Thomas, Mrs Harris-Cue, Mrs Mullins, Miss Calver or Mrs Tyson. They will talk to you about our school rules and help you make responsible choices.</p> <p><b>You can be sent straight to check in (and not have warnings) if you do something which is not safe.</b></p>	
<b>FOLLOW UP ACTION</b>	<p>If you go to check in twice in the same week your parents/carers will be called by your teacher to tell them about your behaviour. They might come in to talk to Mrs Hill about what has happened and to decide if they need to make a plan to help you make responsible choices in school.</p>	
<b>SUSPENSION</b>	<p>This is a <b>very serious</b> and <b>rare consequence for poor behaviour</b>. If you are being unsafe towards adults and children and do not take responsibility for your actions, you will need to spend time learning at home while senior members of the team and your parents decide how to make school safe for you.</p>	

**This policy is written in accordance with section 89 of the Education and Inspections Act 2006.**