

The Rofft Behaviour Policy

Vision Statement

Happy, Creative, Confident – Inspired to Achieve Together

Our Ethos:

At The Rofft School, we encourage our children to think of themselves as being part of one big family of families, with all the joys and responsibilities that being part of a family entails. In providing a happy, caring and stimulating environment for our children, we endeavour to build a secure and happy foundation for all their future learning. We believe that the key to their success is in providing well-planned, engaging and appropriately challenging activities. In return, we expect our children to take responsibility for their actions and engage with positive role models and effective communication.

Our Aims:

- ✓ to encourage happy, creative and confident children who are inspired to achieve together;
- ✓ to create a happy, secure environment which supports and encourages good behaviour and will foster mutual respect, empathy and understanding;
- ✓ to promote self-esteem and to encourage positive and fulfilling relationships for learning, community, for life;
- ✓ to aid the development of self-discipline and to reward positive, constructive behaviour;
- ✓ to work in partnership with home in order to promote good behaviour.

How Our Aims Will Be Achieved:

These aims will be achieved by consistently following the whole school rules.

We are kind and respectful:

- To ourselves
- To others
- The world around us

Responsibilities:

It is the responsibility of all staff-

- To be a positive role model;
- To build positive relationships;
- To raise expectations, aspirations and self-esteem;
- To be honest and truthful in all our interactions;
- To listen carefully and address everyone politely and with respect;
- To deal with challenges calmly and with care;
- To maintain a fair and consistent approach.

It is the responsibility of all children-

- To treat all members of our school community with equal respect;
- To be honest and truthful in all their interactions;
- To listen carefully and address everyone politely and with respect;
- To deal with challenges calmly and with care;
- To work as hard as they can without disturbing others.

It is the responsibility of all parents-

- To develop positive relationships and support our school community;
- To treat all members of our school community with equal respect;
- To listen carefully and address everyone politely and with respect;
- To be supportive of our school ethos and rules.

How the school will encourage positive behaviour:

- ✓ Everyone is responsible for the behaviour of children at school and inappropriate behaviour will never be ignored;
- ✓ Clear school rules (see above) will be taught, referred to and modelled daily;
- ✓ Staff will be a visible presence to encourage appropriate conduct;
- ✓ All staff will model positive behaviour and build strong, caring relationships;
- ✓ All lessons will be planned to engage, challenge and meet the needs of all learners;
- ✓ Time will be given for reflection before expecting behaviours to change- prevention is better than sanctions;
- ✓ We praise the behaviours we want to encourage, positive behaviour will be celebrated;
- ✓ Challenging situations will be dealt with calmly and with care;
- ✓ Behaviour will always be followed up and children will be encouraged to own and reflect upon their actions;
- ✓ Through the use of rewards and consequences.

Rewards and Consequences

Our school praises and rewards children for good efforts in their work, for appropriate behaviour and for keeping to the school rules. There may be some slight differences between the year groups as we recognise the gradual maturity of the children; what appeals to a Foundation Stage child as a reward, is not necessarily appropriate for a Year 6 child.

Rewards are selected from the following:

- ✓ Verbal/written praise
- ✓ Stickers/stars for reward chart
- ✓ Certificates
- ✓ Phone call home
- ✓ Postcard of praise
- ✓ Name in the Achievement Book and celebrated in achievement assemblies.
- ✓ Head Teacher's award
- ✓ Hot Chocolate with the Head.

Other rewards may include:

- ✓ Reading medals
- ✓ Golden time
- ✓ Talents/achievements mentioned on newsletters
- ✓ Attendance awards
- ✓ Showing work, achievements in Celebration Assemblies
- ✓ Work displayed and shared with others
- ✓ End of Key Stage Awards
- ✓ House points
- ✓ Roles of Responsibility such as house captains and sports captains.

We believe that children can make choices about how to behave and we reflect that through our practice. Children are encouraged to take ownership of their own behaviour, understand there are consequences to their actions and work to correct poor choices.

Consequences follow this sequence:

1) Redirection	Non-verbal and verbal cues to gently encourage children in the right direction.
2) Reminder	A reminder of expectations e.g. recapping the appropriate school rule, stating the behaviour you wish to see, praising the appropriate behaviour of others, quiet and private reminders.
3) Caution	A clear and verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. E.g. "I have noticed...."
4) Time Out	Give the learner a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Reparation	Loss of playtime or Golden Time to payback missed learning opportunities. Children must be allowed some playtime or Golden Time and should never be in a situation where they have nothing left to lose. If appropriate parents informed (face to face if possible or by phone call). SLT informed and will offer support where required.
6) Restoration	A restorative meeting should take place before the next lesson. All children and teacher(s) involved should be present and the incident discussed using the reflections sheet. If appropriate parents informed (face to face if possible or by phone call). SLT informed and will offer support where required.
7) Formal Meeting	A meeting with the teacher, learner and Behaviour co-ordinator and/or ALNCo. Recorded on Behaviour incident sheet and targets for behaviour set which will be monitored over the course of two weeks initially.

Liaison with Parents

Twice a year parent/teacher meetings are held and our approach to behaviour management and our expectations are outlined.

Throughout the year, parents are kept informed about their child's behaviour.

Parents are encouraged to come into school and discuss any issues concerning their child's education/behaviour with staff.

A home-school contact book may, in certain circumstances, be appropriate.

Extreme Behaviour

If any pupils present an on-going behaviour problem, all staff involved with the child will keep an internal, dated, log using the ABC Chart or the Behaviour Log, including third party interventions and all strategies used. These will be regularly reviewed by the Head Teacher, ALNCo and Behaviour Co-ordinator.

Children may be invited to participate in social skills groups such as mentoring, Alex Kelly groups, SAP or FRIENDS groups.

A Pastoral Support Plan, specific risk assessment plan or Individual Development Plan may be agreed between pupil, staff and parents and a date set for evaluation. Children with extreme behaviour issues will be referred to the ALNCo to enable the school to access support from Outside agencies.

Outside Agencies

Any behavioural concerns about a pupil should be discussed with the ALNCo and Behaviour Co-ordinator. There are times when the advice of outside agencies will be required. This will be the result of discussions between the Class Teacher, ALNCo, Behaviour Co-ordinator and Head Teacher. Any outside agency will need information; therefore staff need to document evidence of behaviour carefully using the ABC chart or Behaviour log so that it can be collated when required.

Outside agencies include: CAMHS, Educational Psychology Service, Inclusion Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nurse and Social Services.

Exclusion

The Head Teacher can exclude a pupil but can only do so in line with the requirements within the current Government guidelines and following any other amendments from the LA. For all exclusions, the Exclusion Officer must be informed.

If a pupil's behaviour continues to be disruptive or violent, in spite of applying all the suggested and agreed measures and is undermining the quality of teaching and learning for other pupils, or endangering the safety of themselves or others, then procedures for the exclusion of the pupil will commence.

Parents will be notified of the reason for the exclusion and invited to discuss the matter with the Head Teacher, ALNCo and Behaviour Co-ordinator. Before the child is re-admitted to school, a meeting between the parents, school and any other outside agencies that are involved will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour pattern is not repeated. A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in the school's record and one sent to the parent.