



## **Reedness Primary School** **Behaviour Policy**



### **Introduction**

Our behaviour policy has been created using the latest guidance from research, conversations with staff, consultation with parents, and impact on the development of the children.

We believe that positive, effective **RELATIONSHIPS** between adults and pupils underpin good behaviour. Both children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. Everybody is responsible for their own actions and the choices they make. Parents and staff will seek to teach independence and responsibility for actions and consequences to the children as well as themselves.

### **Aims of the policy**

Our behaviour policy has been created using the latest guidance from research, conversations with staff, consultation with parents, pupil voice and aims to have a positive impact on the development of the children at Reedness Primary School.

According to the *2024 DfE guidance on Behaviour in School*. The headteacher must determine measures which aim to:

- encourage good behaviour and respect for others;
- secure a high standard of behaviour of pupils;
- promote self-discipline and proper regard for authority;
- prevent all forms of bullying

The school behaviour policy should adhere to the following principles:

- a) accessible and easily understood: clear and easily understood by pupils, staff and parents;
- b) aligned and coherent: aligned to other key policy documents;
- c) inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- d) consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members;
- e) supportive: address how pupils will be supported to meet high standards of behaviour. DfE

## **Rights of children**

All children have the right to develop their potential and be safe and happy in school. Our behaviour policy has been developed to ensure that these rights are maintained for all children.

UN convention on the rights of a child states:

- Article 19 (protection from violence, abuse and neglect)
- Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- Article 28 (right to education) Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 42 (know their rights)

## **Roles and Responsibilities**

### **The role of school leaders**

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them.

School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders will ensure that their staff have adequate training on matters such as how special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of behaviour policies.

### **The role of teachers and staff**

Staff will develop a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines,

values and standards both explicitly through teaching behaviour and in every interaction with pupils.

Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

### **The role of pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture.

Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.

Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction is provided for pupils who arrive mid-year through parental meetings, highlight expected behaviour and using a buddy system.

### **The role of parents**

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.

Parents are responsible for supporting the school, its aims, values and ethos.

## **Professionalism**

School staff are professionals and will act professionally and use their judgement for each individual situation. Staff will promote the school aims and values and ensure that the behavioural culture of school is maintained.

*I have come to the frightening conclusion: I am the decisive element in the classroom; it is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised." Haim Ginott 1974*

EEF summary of recommendations on improving behaviour states that knowing your pupils and their influences will have the greatest impact on their behaviour. Staff build relationships with each child so that they understand the boundaries that are in place to keep all children safe within school and themselves safe when entering society.

## **Expected Behaviour/Taught Behaviours**

*A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Tod, 2018).*

The EEF states that:

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours.

We have high expectations for children at Reedness because we care about their future and development. We care enough to set standards and have high expectations. We care enough to not allow poor behaviour to spiral out of control. We care enough to invest time with children teaching them strategies and resilience.

Our school aims are to create children who are Confident, Happy, Independent, Respectful and Proud. Our belief is that positive behaviours are taught and caught, this underpins our aims. We will teach children to follow the expected behaviours of school and will help them by teaching the behaviours that we expect.

These expectations are:

- Walking around school,
- Looking after property,
- Listening to anyone who is speaking
- Not interrupted conversations
- Trying their best
- Using their manners; such as saying please and thank you.

All the expected behaviour will be taught to our pupils.

Children will be expected to follow the routines set out by school. They are expected to:

- Walk into school calmly,
- Line up quietly at playtime,
- Be ready for the school day,
- Bring their water bottle and reading record into school.
- And whatever else contributes to the positive ethos and values of our school.

### **Physical Contact**

We understand that at times there will be physical contact between pupils during the school day. Staff will use their professional judgement when determining what to do next with any incident that involves physical contact.

- The INTENT of the person initiating physical contact.
- The CONTEXT of the situation in which physical contact has occurred.
- The OUTCOME of the physical contact
- The IMPACT on the school community and any recipient,
- The FREQUENCY of the physical contact.

### **School rules**

We encourage all members of the school community to take responsibility for following our rules. If children do not follow the rules, then they understand that they have chosen to do this and understand that they have to accept the appropriate consequences of their actions.

### **Unacceptable behaviour**

Any behaviour that is deemed to be discriminatory against another member of the school community is unacceptable and will be dealt with immediately by the headteacher.

### **Strategies to support**

*'When we only look at the behaviour, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look behind the behaviour, we see that little struggling human, our little human who needs our help with understanding' -*

*Rebecca Eanes*

Expectation and rules will be implemented to promote the overall positive ethos and aims of the school. We employ simple rules and expectations that children have to follow. Staff have clear expectations within their classroom that allows them to manage the learning behaviour of their class.

We will support children to assess and overcome challenges by focussing on solving the issue together. We know and understand that children do make mistakes and we will help them learn from the mistake as they move forward. We recognise that mistakes are part of the learning process.

School will provide support for each individual child and this will be given in a way that supports the needs of that child. However, children will be expected to following the basic high expectations of school.

As a school we will make reasonable and proportional adjustments to allow all children to meet the expectations of our school.

A clear explanation of what has gone wrong at that moment will be given to children and they will be given opportunity to discuss how this could be different next time and the impact of their behaviour on others.

### **Rewards**

In order to promote positive behaviour within the school community, staff members will encourage, praise and model behaviours that are expected from the children.

Staff will use the following ways to reward positive behaviour:

- Class Dojo points,
- Messages home via Class Dojo or email,
- Positive reinforcement of expected behaviours,
- Build positive relationship with pupils and parents,
- CHIRP awards during Friday's assembly – these awards will be linked to our aims of Confidence, Happiness, Independence, Respectfulness and Pride,
- Headteacher breakfast with CHIRP award winners,
- Celebrating children's successes,
- Sharing positive work and behaviour with other staff members,
- Individual system bespoke for children who are struggling.

### **Sanctions/Consequences**

The DfE state that teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

The following sanctions may be given depending on the type of behaviour that has occurred:

- Written or verbal apology
- Restorative conversation
- Solution focussed discussion
- Reflective sheet
- Missing playtime/choosing time
- Time away from the class and children
- Isolation away from the rest of the school
- Sent to the headteacher

- Parent/Teacher meeting
- Phone call home
- Behaviour Report Card
- Missing school trips/extracurricular clubs.

Any sanction that, in the professional judgement of the headteacher, is appropriate for the behaviour that has occurred.

### **Progression**

All behaviours within school will initially be dealt with by the adult that has witnessed the behaviour. If the behaviour has not improved within a specific time frame, then it will be escalated to the child's class teacher. If behaviour still does not improve then the head teacher will be called. If the headteacher is called then a phone call or face to face meeting will be arranged with parents.

1. Staff member witnessing behaviour
2. Class Teacher
3. Head teacher
4. Parental meeting

### **SEND**

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools' guidance.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. The school will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

### **Disclaimer**

Unique situations do occur within the school that might not meet the above policy. These situations will be dealt with on an individual basis and will be subjected to the following analysis. What was the intent, content, outcome, impact and frequency of the behaviour?

For certain members of the school community, a targeted approach might be needed to meet the needs of that individual.

**Research evidence used for this policy**

2024 DfE guidance on Behaviour in School

2018 Behaviour for Learning - Promoting Positive Relationships in the Classroom By Simon Ellis, Janet Tod

1972 Haim Ginott - Teacher and Child: A Book for Parents and Teachers,

EEF Summary of Recommendations – Improving Behaviour

2016 Rebecca Eanes – Positive Parenting

Parental consultation

Child's voice

Staff questionnaire

UN rights of the child

The Children Act 1989 and 2004

The SEN and Disability Act 2001,

The Government Green Paper 'Every Child Matters' 2003

**Review and Monitoring:**

This policy will be reviewed by the Governing Body and Headteacher

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Date: September, 2025

Date to be reviewed: September, 2026

Approved by: Governing Body

Signed: M.Herbert