



Rimrose Hope CE Primary
**'Faith in our children-the hope for
the future.'**



Behaviour Management Policy 2022

Aims

The policy should:

- Be clear, consistent and easily and understood by all.
- Create a safe and positive learning environment so all children can succeed.
- Encourage the Christian values of tolerance and respect, and promote positive relationships between all members of the school community.
- Create an emotionally intelligent school community.
- Treat all children fairly according to their individual needs.
- Make clear everyone's rights and responsibilities in our school

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Please note additional information is provided in Appendix B to reflect the particular context of the Coronavirus (Covid19) Act 2020

Appendix B refers to the specific DfE guidance to ensure the safety and well-being of all pupils, parents, carers and members of staff.

Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community remains paramount

Children's Rights



All children have the right:

- To be safe and happy
- To be treated fairly
- To be encouraged and celebrated
- To be listened to and valued so that they can all contribute positively to school life.
- To be empowered
- To be challenged and encouraged to meet their potential
- To be respected and loved for who they are.
- To have fun and enjoy school and learn how to play.
- To be included
- To make amends
- To have clear guidelines
- To work hard and listen
- To understand the work
- To be helped with their work
- Not to be bullied

Staff Rights



All members of staff have the right:

- To be respected
- To be valued
- To be supported
- To be safe
- To be listened to
- To be able to teach and carry out work without interruption or disturbance
- To appropriate and relevant behaviour management CPD

Parents' Rights



All parents/carers have the right:

- To be confident that the needs of their child are being met
- To be assured that their child is making progress
- To be kept informed about their child's progress and behaviour
- To expect their child is safe and happy and enjoying school
- To feel involved in the school community (parent voice)
- To expect that issues are dealt with effectively and quickly
- To be able to access information e.g. policies
- To feel confident that they can approach the school staff when necessary and in confidence
- To feel safe in coming to school

Children's Responsibilities



- To treat people fairly and show respect.
- To work hard and help other children work hard.
- To look after our belongings, school property and our community.
- To listen to other people and join in.
- To try and work things out and then ask for help when we need it.
- To be gentle with our words and our actions.
- To have a good attitude

Staff Responsibilities



- To make a positive contribution every day
- To promote the school aims towards behaviour management and follow the policy consistently and fairly.
- To respect all members of the school community
- To be a positive role model
- To act in a professional manner at all times
- To provide a positive, safe and nurturing environment for all
- To be approachable and open when communicating with parents
- To be fair and consistent towards children and staff
- To endeavour to meet the needs of every individual child
- To listen to others without judgement
- To promote staff and parent/carers relationships
- To listen and be open to dialogue from all
- To keep parents/carers informed
- To offer support to children, parents and other staff

Parent Responsibilities



- To understand and support the school aims
- To respect all members of the school community
- To be a positive role model around the school
- To send children to school on time and ready for school
- To promote good behaviour in your child
- To use social network sites sensibly in regard to school behaviour issues.

Rimrose Hope CE Primary School Behaviour Management Policy Guidelines

Hope for our Future Citizens

Our children will become trustworthy, kind, caring, honest and respectful individuals who want to make a positive contribution to the socially diverse world they live in.

"Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you."

Ephesians 4:32 ESV

Introduction

This policy is underpinned by the clear understanding that all behaviour is a matter of choice with a consequence. All staff at Rimrose Hope are responsible for the implementation of the Behaviour Management Policy throughout the school, and will be involved in its annual review.

The policy is reviewed through the Senior Leadership Team (SLT). The views from the staff, children, governors, parents and carers are sought. The School Council will also undertake an annual review.

The SLT and NQT Mentors are also responsible for the induction of new members of staff.

This policy should be read in conjunction with the policies for -

- ✓ Exclusions
- ✓ Bullying
- ✓ Pupil Restraint
- ✓ Child Protection
- ✓ Equality and Diversity
- ✓ Esafety

Putting aims into practice

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

We seek to create a caring, safe and secure learning environment in the school by:

- Promoting positive behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Promoting a sense of pride in Rimrose Hope School
- Ensuring fair treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention

- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and shared procedures.

School organisation:

Our school ethos/philosophy is central to establishing and maintaining high standards of behaviour. In order to promote positive behaviour we will have clearly understood and displayed school, class and lunchtime rules that emphasise the principles of our Behaviour Management workshops namely:

- Take Care of Ourselves,
- Take Care of Each Other.
- Take Care of Our Learning,
- Take Care of Our School, Our Community and Our World
- Take Care for Our Future

All staff at the school will help the children understand these general principles in the way they:

- Communicate clear, consistent expectations throughout the school
- Recognise and reward positive behaviour
- Create a caring, calm environment
- Provide a stimulating and differentiated curriculum
- Promote the children's involvement and commitment to all aspects of school life
- Involve the school council

Classroom organisation:

This is the responsibility of the class teacher to implement according to whole school policy. Staff will use the rewards and sanctions within the policy and will develop their own systems and procedures for moving up and down the rewards and sanctions scale. For instance children may be warned using a 'That's one.', 'That's two.' ... 'That's a 'Demerit'

If a child has to be removed from the class for any reason this must be at the discretion of the teacher in charge. The child will go to a 'Buddie' Class and will spend time with them. A Cpom will always be created for a child removed from class and the SLT will be alerted. It is important that our children know the boundaries for acceptable behaviour. It is important that we have common expectations of the children across the school and that we are consistent in our responses. The hierarchy of sanctions has been agreed amongst all staff and

should be applied consistently and fairly. Teachers should work regularly with children to keep the rules fresh in their mind.

We will ensure that:

- We show respect for the children
- We give praise and epraise rewards for positive behaviour
- We value every child
- We are fair and consistent
- We have high expectations of both work and behaviour
- We set clear, common guidelines and rules within the classroom and these are
 - understood by all appropriate adults, including supply teachers
 - Where there are examples of inappropriate behaviour which need to be addressed we express clearly that it is the behaviour and not the child of which we disapprove e.g. we never tell a child that he/she is 'naughty', 'badly behaved' etc.
- We allow the children to explain their negative actions and make reparations as soon as possible
- We will always be aware that a child needs time to calm down, in a safe place, after an incident, before any meaningful discussion can take place.
- We will establish a mutually respectful relationship with parents and carers and we will refer to this policy when appropriate

Rewards for Good Work and Behaviour

At Rimrose we have a well developed system of positive reinforcements which pervades all our dealings with children.

Rewards

- Sending with good work - children with good work will be sent to buddy classes at a time arranged by the two teachers involved.
- Epraise points that will be reported on in our EOY Reports to parents.
- Merit Assemblies
 1. Academic Award
 2. Best attitude /Citizenship Award
- Speaking to parents after school on the yard and via text messaging.

Sanctions:

Should always be: - fair, certain, and consistently applied.

Sanctions will not be used against the whole class, for individual children's misdemeanours. However, there may be times when a collective responsibility approach is needed e.g. during assemblies.

The leadership team will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

- Work station. Any child who receives a de merit during the week will spend time in workstation on a Friday afternoon.
- Time out - this will mean sending children with work to their buddy class. Here they will quietly sit in an area already set out.
- At break time children will walk with a member of staff if they are causing disruption. They will not be able to use playground equipment for that session.
- Children must never be left unsupervised if they have been kept in at break.

Playtimes and other Non-Structured times

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. However, in order for all children to enjoy this time they need to behave in an appropriate manner in accordance with school rules. Although the children are supervised some find these times difficult to manage. They will first be encouraged, then if necessary directed towards positive choices. Inappropriate behaviour will be monitored and should the behaviour continue then other sanctions may be used for example: removal from the situation, walk with an adult or sit on a 'time out' seat in a designated place. If this is at playtime and the inappropriate behaviour continues then the teacher on duty will be informed and he/she will take appropriate action. It will be necessary for this then to be shared with the class teacher at the end of playtime.

Repeated poor behaviour at playtime may result in the temporary loss of playtime.

Behaviour and the Special Educational Needs (SEN) register

Children who offer consistently challenging behaviours may, with their parent/carers' permission be placed on the Special Needs register. The class teacher will- with support from the SENCO and the SMT- devise a behaviour engagement chart, this chart is shared with home and is part of the child's SEN Support Plan. Support may be sought from the Educational Welfare Officer, Educational Psychologist, the school learning mentor or Behaviour Support Consultant. In exceptional circumstances a child may require an EHCP relating to extremely challenging behaviours.

Some of our children may benefit from individual support such as Feuerstein, Lego Therapy and Sensory Circuits. The SENCO will keep parents informed throughout the programme.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Hierarchy of sanctions and the involvement of the headteacher

It is important to ensure that the behaviour policy is followed before involving the headteacher. Where a child's misbehaviour is taken to be very serious or where a child is not responding to the behaviour systems in place then a teacher should inform the headteacher. The steps the headteacher will follow are outlined in the appendix.

Internal exclusions and behaviour cards.

Repeated inappropriate behaviour or serious one off behaviour that does not improve following support programmes implemented by the class teacher or SLT, or one off incidents, may result in an internal exclusions.

These will be administered by a member of the SLT in consultation with the class teacher. These will take place in a time out area either in another classroom or another area of the school.

These may include further loss of playtimes

Formal Exclusions

This aspect of the behaviour policy deals with the school's practice that informs our use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
2. The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction:

The decision to exclude a pupil may be taken in the following circumstances:

- a) In response to a serious breach of the school's Behaviour Policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

In the case of Permanent Exclusion, the advice of the LA will always be taken into consideration.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs

- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Pupil Support Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

Exclusion Procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a

member of the Senior Management Team and other staff where appropriate. During this meeting a Pupil Support Plan will be drawn up, which will include a review date. During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians. Records relating to exclusions will be stored confidentially.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school. General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Explore a placement through fair access at Jigsaw to avoid exclusion. Jigsaw is a provision in the borough for children displaying challenging behaviour.
- Explore the possibility of a managed move to another Sefton school. If a managed move cannot be agreed between schools, then the school is to use *Fair Access to request a managed move.

*See Fair Access guidance If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

Off-site Visits

This policy also applies when children are off-site. If behaviour becomes unacceptable and meets any of the above criteria or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

At Rimrose Hope we recognise the importance of school trips for our children. Children benefit enormously socially and academically from trips out, however, children need to be trustworthy and well behaved when they are off site. Any children that are placed on report at the time of the trip may not be allowed to go. If a child is in danger of being excluded from a trip then the child must be placed on a report card and his/her parents informed of the consequences.

Off school premises

This policy applies to children when they are on school premises. However, any incidents that are brought to our attention, when the children are in Rimrose

school uniform, and could potentially bring the school in to disrepute, will be dealt with in partnership with parent/carers.

Out of hours clubs including Breakfast Club

After school activities and clubs are a privilege to be earned, they are not given by right and these privileges may be withdrawn if a child's behaviour falls below what is expected. Clubs will use the same rewards and sanctions as the rest of the school. If a child's behaviour consistently falls below acceptable standards in breakfast club, then that child will be temporarily suspended from the club. No child should be excluded from a club without at least 24 hours notice being given to the child's parents. No child should be sent home early from a club for misbehaviour. Any child misbehaving should stay with the group (though not necessarily participating) until the end of the session.

E-safety

School recognises that many of our children continue to communicate with each other out of school hours through social media. We have two portals (Tell Rimzo and Whisper) that serve as immediate points of contact for our children if they are being bullied online. All incidents are logged and dealt with by SMT.

Confiscation

Searching and screening pupils is conducted in line with the DFE's latest guidance on searching, screening and confiscation. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Physical Restraint

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school. (See Pupil Restraint Policy) Before such action the staff will employ a wide range of strategies in order to avoid this action.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see physical intervention and restraint policy for documentation)

This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child.

All incidents of safe holding will be recorded in the Register of Physical restraint on Cpoms.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Conclusion

Ultimately it is the child who chooses and is responsible for his/her actions. We work to make positive behaviour rewarding so that the resulting optimum environment is achieved for the benefit of all.

Head teacher - Mr L Crilly

Chair of Governors- Cllr P Cummins Date - June 2019

APPENDIX A

Examples of types of behaviour at each level and level of sanctions

Support can be gained from DHT or SENCO with any query relating to appropriate levels of sanctions or completing paperwork.

Level Examples of Behaviour

1

Persistent and inappropriate calling out

Distracting others e.g.

fidgeting, talking, making noises etc

Disrupting a lesson

Tactical ignoring

Non - verbal signals

Rule reminders

Redirection

Focused questioning and discussion

Loss of part of play/lunch/demerit

2

Being rude to an adult/ child

Refusing to comply with an adults request

Refusing to attempt work, including homework

Making personal insults

Time out at class exclusion table

Behaviour chart

Reprimanding

Reparation e.g. letter of apology

Work Station

3

Fighting

Taking things without permission

Swearing and other offensive language

Damaging property intentionally

Inappropriate use of equipment

Confrontational behaviour

Bullying

Stealing

Racial incidents

Persistent behaviours from level 2

Loss of school privileges

Formal contact with parents

Referral to senior management

Consultation with SENCO

Behaviour cards/reports

Internal exclusions

Parents/carers should be informed and the reasons for the use of the sanctions explained. Information sought as to causes, and support in our efforts to change the behaviour

4

Repetitive behaviours from Level 3

One serious incident e.g. physical violence

Exclusion from school excursions

Parents asked to collect the child

Pastoral Support Plan

Internal exclusions

Fixed Term exclusion

Permanent exclusion

Parents/carers should be informed and the reasons for the use of the sanctions explained. Information sought as to causes, and support in our efforts to change the behaviour.

Related Policies

- Safeguarding
- Esafety
- SEN
- Equality and Diversity
- Anti Bullying
- Attendance
- Supervision

- PSHE
- Pupil control and Restraint
- Exclusions

Appendix B Draft 1 - May 2020

Please note that the information below reflects the DFE Guidance of May 2020 - and is in response to an unprecedented set of circumstances and continues to reflect the school's mission to keep all members of the school community safe and well. This additional information is underpinned by our overall aims and core Behaviour Principle.

- Create a safe and positive learning environment so all children can succeed..

In light of the need for our children to behave differently when they return to school, and follow new systems we have put in place to help safeguard their health and wellbeing we wish to clarify the new requirements expected of all members of the school community.

Pupils will be expected to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you they experiencing symptoms of coronavirus - which will be outlined to them
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where they may or may not play
- follow instructions regarding the use of toilets

- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules for working at home about conduct in relation to remote education
- follow our rewards and sanction system as appropriate.

Parents/carers will be expected to:

- Set a clear example by following the changed guidance regarding arrival and collection of children
- Ensure they follow the school's instructions for maintaining social distancing
- Follow the school's instructions regarding what items can be brought to school or taken home from school
- Support the school by reinforcing the changed school rules as noted above.

School staff will be expected to:

- Set an example to all members of the school community by adhering to the new rules
- Regularly remind pupils of the need to follow the new rules
- Maintain the school's rewards and sanctions procedures
- Report any serious infraction which may put others at risk

