

Roseberry Primary and Nursery School

Behaviour and Positive Relationships Policy



At the heart of our community, we provide a safe and inclusive environment where individual achievement is proudly celebrated at every step. Our engaging and exciting curriculum inspires our pupils to explore the world and broadens their horizons in readiness for the adventures ahead.

Roseberry: Respectful. Resilient. Ready for life.

Headteacher: Mrs E. Dunn
Chair of Governors: Mr J. Anderson

Date: January 2024
Date for Review: January 2026

What the law says

This policy reflects the DfE document, '[Behaviour in Schools' September 2022](#)'.

Maintained schools

The headteacher of a maintained school must determine measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

The headteacher of a maintained school must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school. This is a core responsibility of a headteacher. It cannot be delegated. Detailed advice for governors is available in [Behaviour and discipline in schools: Guidance for governing bodies](#).

Aims of this policy

- To make children and staff aware of their rights and responsibilities as members of the school community
- To promote a positive ethos and climate in school
- Staff and children will strive to be good role models in order to promote positive values
- To create a consistent environment that encourages, recognises and reinforces good behaviour
- To promote effective collaboration between home and school in the implementation of this policy.

School values

In collaboration with pupils, staff, governors and parents, we have agreed the following list of values that we wish to develop in our pupils. These values link directly to our motto of being 'Ready for life.'

Value	How we demonstrate it
Respect	<ul style="list-style-type: none">• Using good manners in and out of school• Listening to others when they are speaking• Look after equipment resources• Wear correct school uniform• Wait your turn in play or in a conversation• Be honest and truthful• Use appropriate language and voice volume• Act appropriately online• Accept differences in religion, belief or opinion• Be able to agree to disagree rather than argue

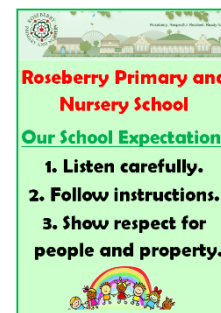
	<ul style="list-style-type: none"> • Give other people their personal space • Share with others • Being kind in school and at home
Resilience	<ul style="list-style-type: none"> • Know that it's ok to make mistakes • Keep trying, even if something is difficult • Be willing to compromise • Don't compare yourself with other people • Have the confidence to try new things e.g. games or food • Be willing to tackle challenges • Accept other people's opinions • Thinking positively about yourself • Have a 'can do' attitude • Know when to ask for help if you need it
Independence	<ul style="list-style-type: none"> • Look after your own equipment or belongings • Put on your own coat, hat, gloves, shoes, clothes • Make sure you do your homework • Be ready to start your work with the correct resources • Be ready on time for activities such as swimming, PE, playtime, lessons. • Be able to resolve small problems yourself • Keep the school tidy e.g. classroom and cloakroom • Try to remember to go to the toilet at playtime • Tidy up after yourself in the classroom and dinner hall • Use a knife and fork properly when eating • Learn how to cook different recipes and share them at home • Have and use your own common sense • Be trusted in school • Be able to take a safe risk e.g. OPAL
Motivation	<ul style="list-style-type: none"> • Show learning behaviours in the classroom e.g. listening, eye contact, concentration • Be resilient • Challenge yourself to be better • Join in with discussions and activities • Attend extra-curricular activities • Coming to school every day • Try to be the best version of yourself • Be positive • Give peer praise with a reason • Give encouragement to yourself and others • Be curious about the world

School behaviour expectations (rules)

We have agreed upon three main behaviour expectations. These are displayed in all areas of the school and are reinforced consistently by staff.

1. Listen carefully.
2. Follow instructions
3. Show respect to people and property.

Classes may also choose to have their own behaviour agreements that are specific to their pupils.



Celebrating good behaviour and attitudes

Pupils are rewarded for displaying behaviours that demonstrate our school values. This may be through green dojos, certificates or stickers.

Achiever of the Week

Pupils who have displayed exceptional effort, improvement, perseverance or outstanding behaviour will be nominated by their teacher to receive the 'Achiever of the Week' certificate in assembly.

Children will also be chosen to be Achiever of the Half-Term or Achiever of the Year. These achievements will be celebrated on our newsletter and school website. Parents of nominated children are invited to join us for these assemblies.

Merit cards

Pupils in Year 1 – Year 6 have a personal merit card upon which they can be awarded merit stamps by their teacher for displaying excellent behaviour, effort or high standards of work during lessons. Once children have earned five merit stamps, they will bring their merit card to the headteacher and can choose a prize from the prize box.



My Merit Card

The School Council have compiled a list of achievements that can be rewarded by a merit stamp. This has been provided for all classes.

Classdojo

All classes in school use Classdojo as a means of rewarding pupils with positive green dojos. It is also used to enhance effective communication between home and school and allows teachers to message parents and vice-versa. We have a set of agreed behaviours which can be rewarded with a green dojo to ensure consistency across classes. They are linked to our school behaviour expectations and values. Teachers may also add their own reasons for giving green dojos in addition to this list.

Following instructions	Listening carefully	Showing respect
Showing resilience	Independence	Showing motivation

Restorative Approaches

As a school we seek to achieve a balance between a punitive system and a restorative approach. Restorative approaches follow the principles of restorative justice which are:

- A focus on harm caused by the wrong-doer and actively seeking ways of repairing the harm
- Helping to create dialogue and communication
- Being fair, open and honest, treating all participants with respect
- Within a safe environment, allowing all participants to engage, learn and gain a shared understanding
- This should lead to accepting responsibility, reparation, reintegration, restoration and behavioural change
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

When holding restorative conversations, it is important to ensure that all parties are calm and ready to talk. This might mean that they do not happen immediately following an incident. All staff will follow the agreed structure of the conversation and use the following questions:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What needs to happen now?
6. What do you need to do now?

Consequences and sanctions

What the law allows

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. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff;
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

There may be times when sanctions will need to be imposed even after a restorative conversation has taken place.

The following list was created through School Council consultation with every class and agreed by the Senior Leadership Team. It reflects the views of our pupils.

Time of day should be taken into consideration when allocating a consequence.

Once a child reaches Step 3, this should be recorded on CPOMS by the classteacher.

Step 1	Step 2	Step 3	Step 4
Verbal warning	Red dojo	Miss part of playtime	Miss part of lunchtime
	Repeating step 1 behaviour	Repeated step 2 behaviour	Repeated step 3 behaviour
Shouting out	Chewing gum	Being rude to staff	Spitting
Swinging on chairs	Swearing	Kicking, hitting, punching, biting	Stealing
Talking when teacher is talking	Being unkind	Starting a fight	Bullying
Fiddling	Littering	Fighting back	Vandalising the toilets
Making silly noises	Telling lies	Using racist language with follow up	Threatening behaviour
Being silly	Breaking school equipment	Using homophobic language with follow up	Misuse of technology in school
Getting out of your seat	Pushing, shoving, grabbing	Leaving the classroom without permission	
Not following an instruction	Any other behaviour that the staff member deems inappropriate		
Not showing respect for people or property	Having phone switched on in school		
Running in school			
Any other behaviour that the staff member deems inappropriate			

Stage 5: Continued inappropriate behaviour and more serious incidents

The pupil's parents/carers will be contacted by the classteacher and invited into school for a supportive discussion. For first occasions, this meeting with parents/carers may be enough to improve a pupil's behaviour. For others, further action needs to be planned.

This may include:

- a home/school communication book/sheet
- an Individual Behaviour Plan
- internal break/lunchtime exclusions for longer periods of time
- Use of a Lunchtime Nurture group
- Referral for support from an external agency
- Weekly Time To Talk with our school counsellor

At this stage support will be given to the child to try to improve their behaviour, for example positive behaviour charts, peer mentoring (Buddies) or participation in 'Circle Time' sessions.

We will look at reasons why a child might be behaving in this way and look to support the pupil and/or their family with any contributing factors. We also take into consideration the recent impact of the Covid pandemic on some children and their families. We ensure that all adults in contact with the pupil know what action has been agreed in school so everyone can support and monitor as needed.

For children at this stage, review meetings with parents may take place every 2-3 weeks to review progress until an improvement in the pupil's behaviour is seen.

The headteacher will become involved in the reviews meetings if the child's behaviour does not show an improvement.

Review meetings are recorded in the child's Individual Behaviour Plan and notes added to our Behaviour log on CPOMS.

Prejudice related incidents and bullying

The school will record all prejudice related incidents and, when deemed necessary, will inform parents about subsequent actions which have been taken. The governing body will be updated about prejudice related incidents annually. Record of these incidents will be recorded on CPOMS. Advice might also be sought from external agencies.

Exclusions

On occasion, it may be necessary to exclude a pupil from school. This could be an internal exclusion within Roseberry or a fixed term exclusion. This is at the discretion of the headteacher depending on the severity of the incident. The guidance from the Local Authority states that: A decision to exclude a pupil should be taken only:

- 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 the pupil or others in the school.*

Where a pupil is excluded, the headteacher will follow County Durham's procedures. If a pupil is excluded for more than five consecutive days, they should receive appropriate full-time education from the 6th day of the exclusion.

Working with external agencies

The Local Authority working in partnership with Headteachers and a range of professionals from Health, Early Help and SEND and Inclusion services have developed an enhanced offer to schools requiring support for young people displaying behaviours of concern.

The Primary inclusion Partnership have recognised referrals have changed over time with more young people experiencing trauma and long-term complex needs.

The model from September 2023 will provide support through the following offer:

- a. Initial conversation with the Primary Inclusion Panel Headteacher Leads to help triage cases more effectively to ensure appropriate use of the wider support systems. Panel Lead names and contact details.
- b. A core consultation and CPD offer that will support schools to better understand and meet need through an assess -plan – do -review process without the need for all cases being referred to panel.
- c. An element of the new support offer relates to the creation of four Nurture Hubs to begin September 2023. The hubs will be based geographically across the county in Easington Primary School, Silver Tree Primary School, Evenwood Primary School and Pelton Primary School with the aim to:
 - Support local schools to develop similar provision
 - Provide community-based venues to support access to CPD
 - Work with Early Help and Health to provide support and advice to parents.
 - Providing up to 24 nurture placements for 3 sessions per week between 1 and 3 terms, this compliments the support taking place in the home school
 - An enhanced support offer for more complex cases accessible through the Primary Behaviour and Inclusion Panel process that allows for Walk alongside support and fresh Start Support

Positive Behaviour Management and Team Teach

The best results occur when parents are active partners with school in understanding and supporting use of the Team Teach behavioural framework approach. This is best achieved through sharing and involving the parents in their child's Positive Handling Plan. All aspects of this plan should be explained, especially the preferred de-escalation skills, as well as any identified physical interventions and the agreed reporting process concerning "restraint" incidents involving their children.

Where a child has a known medical complication and staff must plan for a physical response, as identified within the individual Positive Handling Plan (PHP), then the written view of a medically qualified person (normally doctor or consultant) that knows the child and their condition best should be sought. This should include showing them the techniques that are being considered in relation to the child's plan.

It should be explained to parents that the Team Teach approach is a behavioural framework, with an emphasis on safety for all, with the need for staff to understand what is potentially causing the behaviours of concern and what environmental changes, non-verbal and verbal strategies should be used first where possible before any restrictive physical interventions are applied. Parents can also be shown the Team Teach workbook and theory table-top activities that staff underwent on the course to help explain the need to personalise the agreed responses within the positive handling plan. If appropriate, selected physical interventions can be demonstrated to the parents, via a video file or in person through trainers, but it must be made clear to parents that they are not being trained through such a process.

Senior leaders will put this framework to its most effective and caring use. All incidents of restraint should be recorded, reported and reviewed.

The DfE produced the following guidance in August 2012: "It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents. In deciding what is a serious incident, teachers should use their professional judgement and also consider the following: the pupil's behaviour and level of risk presented at the time of the incident, the degree of force used, the effect on the pupil or member of staff the child's age." (DfE Use of Force, August 2012).

SEND pupils

Our school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We can adapt our whole-school approach to ensure that it meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in our school community and high expectations are maintained for all pupils.

We aim to create a calm environment which will benefit pupils with SEND, enabling them to learn. We acknowledge that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As part of our duties under the Equality Act 2010 and the Children and Families Act 2014, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure will consider the specific circumstances and requirements of the pupil concerned.

Lunchtimes

The lunchtime supervisors and other members of the Play Team will follow our school behaviour policy at all times. The relationship between staff and pupils will be based on mutual respect. Pupils are expected to treat all staff with respect and to follow their instructions. Pupils will not enter the school building during lunchtimes without permission from a supervisor. They will not be allowed into school in groups to use the toilets. Lunchtime supervisors will use the restorative approach to resolving disputes and managing incidents.

The role of parents

Parents have a vital role in promoting good behaviour in school and so effective home / school communication is important. We expect parents to support their child's learning and to co-operate with the school as set out in the home-school agreement. We try to build a supportive dialogue between home and school and inform parents immediately if we have concerns about their child's welfare or behaviour.

Claire Donnelly is our Parent Support Advisor and she is available to offer support or advice to any parents or carers referred to her by staff. Parents are also able to self-refer if they wish.

School Council.

The School Council will give pupils and staff the opportunity to discuss any issues arising from children's behaviour in school or on the playground. They play an active role in seeking opinions and views of other children and support us in developing anti-bullying strategies.

Monitoring

The headteacher will monitor the effectiveness of this policy to ensure it is being administered fairly and consistently throughout school.