



# Behaviour Policy

**Approved by the Governors of Rose Wood Academy**

Date	Amendment	Signed
Summer 2016	New updated version	
Summer 2019	Review	

### **Aims of the Policy**

- To promote good behaviour
- To ensure a safe, orderly working environment in which children can reach their potential
- To provide clear, concise guidelines so that children, teachers and parents are aware of the expectations regarding behaviour in the school
- To work together with parents to promote good behaviour
- To provide fair, consistent treatment for all children, regardless of age, gender or ethnic origin
- To encourage the development of a positive ethos where children are praised for good behaviour
- To encourage children to take responsibility for their own behaviour
- To develop a school free from bullying

### **Expected behaviour in Rose Wood Academy**

The following statements were agreed upon by all the staff as being those which exemplify the kinds of behaviour that we expect in our school (The 5 Golden Rules):

- Keep yourself and others safe
- Use kind hands and feet
- Do your best in your work and allow others to do the same
- Listen and follow instructions
- Take care of our school

These statements form our School Rules and are shared with the children.

### **Promoting a positive ethos and a well behaved school**

We aim to create a warm, positive classroom and school ethos by the following:

- Using positive discipline techniques. This includes: giving clear instructions, effective use of praise, the use of rewards such as dojos, effective classroom organisation, effective use of voice and through fostering positive relationships. Teachers will encourage children to evaluate their own behaviour in a non-confrontational way. Instructions and expectations will be clear, and if children do not follow instructions, these will be repeated in a calm, low voice until complied with. Praise will follow compliance. Instructions will always be phrased positively ie "I want you to....."
- Classroom rules - teachers will work with children to establish their own rules for each classroom. This will be done at the start of every academic year and reinforced throughout the year. The rules should be clear, brief, positive and understandable.
- Praise and Reward - teachers will reward and praise appropriate behaviour verbally or by the giving of stickers, dojos, certificates, etc. In our school, we have a variety of methods of reward. These include: dojos, verbal praise, stickers, public praise eg assemblies, awards such as 'Pupil of the Week' and 'Child of Achievement'. Opportunities will be regularly found to praise and reward children who conform to the school rules. Children can also be sent to the Head Teacher for special praise.

### **Dojos**

Dojos can be awarded by adults in school as a reward for children who are making the right choices. Dojos can be chosen from a range of categories and parents receive notification as to the reason behind the awarding of the dojo. Dojos can also be removed from children when their behavior does not meet expectations.

Children receive bronze/silver and gold awards for achieving a set number of dojos. The awards are as follows:

Bronze 100 Dojos  
Silver 200 Dojos  
Gold 300 Dojos

### **Sanctions**

- Behaviour modifications and Sanctions - occasionally, we find that a child has difficulty in conforming to the school's expectations regarding behaviour. For minor incidents, teachers will remind children of the expected behaviour and may impose sanctions such as missed playtimes, or time out. Teachers should take account of the following:
  - Children must not be reprimanded in such a way as produces humiliation in front of their peers.
  - Teachers should criticise the behaviour, not the child.
  - The behaviour of the child should not be compared to the behaviour of other children, or siblings.
  - The child should not be intimidated by the use of threats.
  - Teachers must never use physical punishment or force against a child.

All staff should follow the consequences ladder as set out in appendix one.

### **Individual Report Sheets**

At stage five, children can be placed on report if their behaviour is consistently poor. They will be set targets for improvement, and children should get feedback on their behaviour at the end of every lesson by way of a sticker/tick/stamp on their chart. Children should bring completed reports for the Headteacher to check at the end of every day and at the end of the week, when they will also be sent home to parents.

Parents should be told if a child is to be placed on report (this is the class teacher's responsibility). Any child achieving 100% success for the week ie a sticker or smile for each session, will receive a sticker from the Headteacher. Children should be kept on report for as short a time as possible.

If the inappropriate behaviour continues, the child may need to have some kind of intervention strategy implemented. This could be:

- A programme of behaviour modification (eg target book)
- A daily report (to be completed in conjunction with parents)
- Intervention by the Learning Mentor
- Intervention by an outside agency

In rare cases, where the child's behaviour is excessively problematic, and does not respond to any of the above strategies, the Educational Psychologist may be asked to assess the child.

### **Bullying**

At Rose Wood Academy, we take all cases of bullying seriously. Every alleged case of bullying will be investigated, and, where appropriate, parents of victim and bully will be contacted, as we see parents as vital partners in resolving problems associated with bullying.

Our definition of a bully is someone who:

- Wants to control by intimidation
- Wants to make others too afraid to challenge his/her authority
- Asserts their authority through intimidation/abuse/violence
- Tends to pick on those who are perceived to be weaker than themselves
- Wants to make everyone else subordinate to themselves

We will always work to support the victim in such cases, sometimes through contact with Miss Jackson, our Learning Mentor. We feel that the victim needs:

- To understand that they have a right not to be bullied;
- To know that there is protection for them from staff;
- To be listened to whenever they feel threatened.

We recognise that the child who is bullying may also have needs (for example, may have low self esteem) and so we will also work with the child who is bullying to try and modify the behaviour. We feel that the aggressor/perpetrator needs:

- To know that respect is earned through other means than aggression, intimidation and violence;
- To understand that they need help to change their behaviour;
- To know that there is a difference between being liked and respected, and being feared, and that the former are more important

Our main aim is to keep every child in the school safe, and to teach them strategies to deal with aggressive or intimidating behaviour from others. The main strategy used to achieve this is to encourage children always to share their worries and concerns regarding bullying behaviour with an adult.

Strategies we use to support children feeling threatened:

- Invitation to share concerns with teachers/Headteacher when needed;
- Extra vigilance (checking with pupil at regular intervals);
- Diaries logging events during the day which can be taken home;
- Individual work with the Learning Mentor, including work on self esteem and building confidence;

- Conflict resolution: groups of children experiencing difficulties brought together for discussion and conflict resolution with the Headteacher.

We aim to achieve a bullying – free school, and will act proactively to achieve this through assemblies, PHSE work, acting as role models in this respect in all our dealings with children and implementing the R time programme.

### **Monitoring**

All teaching staff will keep records of any behaviour issues concerning pupils in their group and recorded on CPOMS. These records will be monitored on a regular basis by the teaching staff and ultimately by the Headteacher.

We have signed the DfES Bullying Charter to this effect.

**Updated: June 2016**

**Review: Every 3 years**

### Behaviour Consequences Ladder; Appendix one

The school promotes positive behaviours and rewards, however if children display negative and inappropriate behaviours there is a behaviour ladder that has clear steps and gives children the opportunity to take responsibility to change their behaviours. The consequences ladder is shared with all staff and children. The steps are colour coded in terms of seriousness; the first three steps are low level then become more serious.

	Step of behaviour/ types of behaviour	Dealt with by	Type of consequence
	<p><b>Step 1</b></p> <ul style="list-style-type: none"> <li>• Talking and being distracted</li> <li>• Distracting other children</li> <li>• Talking inappropriately to others</li> </ul> <p style="text-align: center;"></p> <p>Continuing with the above behaviours</p> <ul style="list-style-type: none"> <li>• Talking and being distracted</li> <li>• Distracting other children</li> <li>• Talking inappropriately to others</li> </ul>	Class Teacher	<p>The children are given a look and reminded of what is expected of them.</p> <p>The children are reminded of what is expected of them and are asked “do you think you need to be moved to another place in the class?”</p> <p>If a child has spoken inappropriately, they will be asked to apologise.</p>
<b>Lose Dojo (Disruption)</b>	<p><b>Step 2</b></p> <p>Continuing with the above behaviours</p> <p>Inappropriate behaviour such as pushing, elbowing etc</p>	Class Teacher	<p>The child will be told to move places.</p> <p>The child may have to take work home to catch up.</p> <p>The child will be asked to apologise</p>
<b>More specific Dojo with message Orange Slip</b>	<p><b>Step 3</b></p> <p>Repeated incidents of the above behaviours.</p> <p>Swearing/ pushing/shoving/hitting</p> <p>Suggested bullying/ name calling/falling out</p>	Class teacher/ Phase leader	<p>The child will meet with the phase leader to discuss behaviours and agree ways forward.</p> <p>Parents will be called or messaged and phase leader will share the agreed ways forward</p>
<b>Orange Slip</b>	<p><b>Step 4</b></p> <p>Continued previous behaviours despite intervention</p> <p>Disrespectful to staff or not following staff instruction appropriately</p> <p>Fighting (serious full fight)</p> <p>Bullying</p> <p>Theft</p> <p>Using racist, anti-disability or homophobic language without any understanding.</p>	Phase leader/Deputy head teacher	<p>Time off the playground</p> <p>Meeting with parents to discuss ways forward</p> <p>Internal fixed term exclusion if behaviour is impacting the well-being of other children.</p> <p>Possible use of report sheets</p>

<b>Red Slip</b>	<u><b>Step 5</b></u> Aggressive behaviour towards staff  Swearing at staff  Complete refusal to follow staffs instructions  Racism or discrimination  Any issues involving media such as Facebook, mobile phones and Youtube  Threats made against staff  Using racist, anti-disability or homophobic language with understanding	Head teacher	Meeting with parents to agree ways forward  Time off the playground  Internal fixed term exclusion for a period of time.  Fixed term exclusion for a period of time.
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