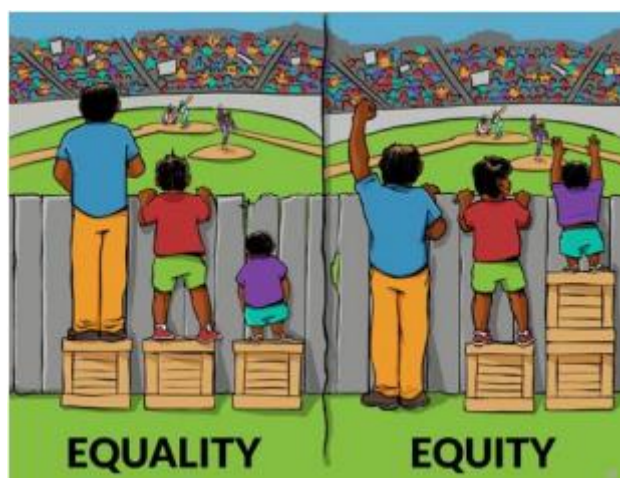


REDLAND PRIMARY SCHOOL BEHAVIOUR POLICY

Reviewed by	Headteacher and teaching staff May 2025
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Next Review Date	May 2026

Redland Primary School Behaviour Policy

At Redland Primary School we recognise that Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.



Some children are more likely to have negative feelings and therefore often display negative behaviours due to external factors, beyond their and the school's control. Whilst an educational setting cannot eradicate all of these factors a child may have experienced or be experiencing, we can look to ensure the child has as many protective factors and positive experiences as possible, in order to create more positive feelings within them.

The aims of our Behaviour Policy are: -

- To provide a consistent, restorative approach to supporting children
- To promote a nurturing environment, which develops children's self-esteem
- To encourage children to be responsible for their actions, whilst acknowledging that behaviour is a form of communication

REDLAND PRIMARY SCHOOL VALUES

Be kind.

Be respectful.

Be responsible.

Restorative Practice

A restorative approach aims to work *with* children, rather than doing things *to* or *for* them, which leads to them feeling heard and involved. As a result, they are more likely to make positive changes in their behaviour.

When responding to children's behaviour the following strategies should be used: -

- Maintain a positive view of the child
- Manage the situation so that the child is able to de-escalate. This will look different for different children
- Once the child has de-escalated, utilise restorative 'WIN' language (I wonder, I imagine, I notice...) to support the child to express their emotions and trigger(s)
- Listen to what the child has to say
- Repeat back your understanding of what's happened
- Discuss the impact of the behaviours on others

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- Outline the next steps with the child, focussing on repairing relationships

Role of class teachers and support staff

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages children to be engaged.
- Invest time and energy in building positive relationships with children.
 - This may include:
 - o Greeting children in the morning/at the start of teaching sessions.
 - o Establishing clear routines.
 - o Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
 - o Highlighting and promoting prosocial behaviour.
 - o Concluding the day positively.
- Set clear expectations about child behaviour (positively phrased) that are displayed clearly in each teaching and learning space.
- Encourage children to recognise and explore their motivation to follow the behaviour expectations.
- Make reasonable adjustments to expectations and to consequences for certain behaviours for children with specific additional learning needs.
- Ensure rules, routines, learning habits and specific activities are mapped out for children who need an individual response. For some children, this may require an individual risk assessment or plan.

Role of Headteacher and/or Senior Leadership Team

The headteacher and/or SLT are responsible for:

- A curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- Training for staff about teaching strategies and approaches that develop children's skills in managing their own behaviour.
- Policies that complement the key positive behaviour management approaches.

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the head teacher to ensure:

- The health, safety and welfare of all children in the school.
- Records are kept of all reported serious incidents of misbehaviour and the actions taken.
- Staff are supported to implement the policy through training, monitoring and feedback.

The head teacher ensures that child welfare is an agenda item for every staff meeting.

Role of Parents

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour. It is the parents / carers responsibility to engage with this process. We aim through our interactions with parents to help them to focus on examples of positive, pro-social behaviour shown by their children (and young adults). We provide specific feedback about successes that encourage parents to feel proud of their children and to feel positive about their future.

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Role of governors

Governors provide a written statement of behaviour principles for the school. Governors ensure that safeguarding (including child wellbeing) is an agenda item for each governing body meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated governor for safeguarding meets the head teacher twice a year to monitor the effectiveness of this policy.

Supporting children

Relationships are fundamental in ensuring that pupils feel safe, valued and happy. All of our staff have had access to professional development to ensure that they understand the different barriers and challenges that children can experience. We pride ourselves on being focussed on the development of the whole child and forming good relationships with children and their families.

As a school, we have adopted 'OPAL' (Outdoor play and learning). We believe that play is essential to all aspects of children's development and a source of joy and happiness. By planning for, resourcing and evaluating the quality of our play provision we hope to ensure that every child at Redland Primary School has access to high-quality play every day. This, in turn, will support pupils in developing positive relationships with their peers and the adults in the school.

Sometimes, children need additional support or opportunities to explore their own sense of self and mental well-being or their relationships with others. We are fortunate to be able to offer: Lunchtime Nurture; Music Therapy; ELSA and Time To Talk in order to allow additional opportunities for children to do this as well as through our curriculum provision for all.

The School Council at Redland are involved in the development of the school. They put forward suggestions and are involved in elements of decision making to ensure that the pupil voice is heard and valued.

Year 6 pupils are given the role of "Buddies", where they are buddied with a child in FS2. The purpose is to act as role models and support these children throughout their first year at Redland Primary School.

Rewards

As a school we acknowledge examples of good behaviour and these are rewarded with:

- Verbal recognition
- Stickers
- Praise pad notes to home
- Certificates
- Marbles - class teachers use marbles to recognise individuals, groups or the class positive behaviour. Filling the jar results in a reward for the whole class
- Sharing positive behaviour with another member of staff
- Positive messages home via ClassDojo / Tapestry
- Celebratory phone calls home
- Hot chocolate with the headteacher
- Postcards to home
- Public recognition (e.g. school newsletter)

Actions to support positive change

The outcome of inappropriate behaviour can lead to:

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- Without drawing attention to the child, verbal check-in to remind them of appropriate behaviour, giving them the opportunity to make a positive change and encouraging them to do so.
- Supporting the child to self-regulate through the use of tools or toys (e.g. stress toy) or changing the learning task to divert focus in a positive manner.
- Supporting the child to self-regulate their emotions by facilitating a change of space within the learning environment: reminding the child again of how they can change their behaviour in a positive way.
- Supporting the child to self-regulate their emotions by facilitating a change of learning environment to a different learning space. Again, reminding the child of how they can change their behaviour in a positive way.
- SLT to support the child and staff in understanding and managing the behaviour.
- Parents or carers consulted in order to establish ways in which we can work together to support the child in making positive changes.
- Individual strategies may be put in place to support and encourage the child in making positive changes.
- Incidents may be logged on the pupil's file on CPOMS.

OUT OF SCHOOL ACTIVITIES

Appropriate risk assessments will be carried out to ensure inclusivity and safety. This may result in additional staffing or parents being asked to accompany their child(ren).

Behaviour which endangers a child's own safety or the safety of others will result in that pupil being removed from the group/activity.

Seriously inappropriate behaviour on school visits/trips will result in parents / carers being asked to collect the child.

RECORDING OF INCIDENTS

As indicated in the 'Actions to support positive change' section of this policy, incidents should be recorded on pupil's files on CPOMS by staff, when this is felt necessary.

Behaviour which is notably out of character or that requires significant and immediate adult assistance should also be logged in this way.

SUSPENSIONS AND EXCLUSIONS

Suspensions will be given where the Headteacher feels necessary. Suspension is an extreme sanction and is only administered by the Headteacher, in agreement with the Senior Leadership Team. Suspension, whether for a fixed term or a permanent exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct as identified in Wiltshire County Council reasons for exclusion/suspension:

- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Bullying
- Damage to property
- Drug and alcohol related
- Inappropriate use of social media/online technology
- Persistent disruptive behaviour
- Physical assault against an adult

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- Physical assault against a pupil
- Racist abuse
- Sexual misconduct
- Theft
- Use or threat of use of an offensive weapon or prohibited item
- Verbal abuse / threatening behaviour against an adult
- Verbal abuse / threatening behaviour against a pupil

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that suspension is an appropriate sanction.

The school will follow guidelines as set out by the Local Authority.