



ROBY PARK
PRIMARY SCHOOL

Positive Behaviour & Relationships Policy

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Section 1: Values & Aims

1.1 Aims

This policy promotes our core belief in children's right to learn and be safe at school. At Roby Park Primary School, we believe that all members of our school community have a responsibility to promote the highest standards of positive behaviour at all times. Our school must be a safe and positive place that promotes learning alongside personal, social and emotional development.

Our school's key purpose is to 'Aim for Excellence'. Therefore, this policy must also focus on developing and nurturing children in an environment that communicates explicit messages about the importance of positive behaviour and relationships.

Our Promoting Positive Behaviour and Relationships Policy has three explicit aims:

To ensure that we safeguard children's rights to safety and learning through effective discipline.

The staff and Governing Body of Roby Park Primary have a legal duty to ensure that our school is a safe place where children learn and develop. This policy is designed to ensure effective discipline. Children and staff have the right to feel safe at school. This policy must ensure that children, staff and other adults accept their responsibility to promote positive behaviour. Our revised rewards and sanctions policy is central to the success of this. We have also revised our anti-bullying policies to ensure that this aim is effectively promoted.

To promote social and emotional development.

Effective behaviour policies in schools must promote positive attitudes in our young people. Children need to understand and respect the value of others and their communities. We don't seek compliance; we aim for a culture that values positive behaviour and respect. Our revised PSHE (Personal Social and Health Education) curriculum is fundamental to the success of this policy.

We recognise that our staff team must promote this. We also aim to ensure that we engage with parents and other stakeholders to be successful with this aim.

To promote positive relationships across the school.

When relationships are based around respect and belonging, people treat each other well and value their environment. This is how school should be.

Firstly, we have to promote this as a staff team. Children and parents should expect the highest standards of professionalism from our staff team. It is essential that we promote positive behaviour in the way that we interact with children, with parents and with each other. This has to be consistent and provide a framework for respect and communication. This then provides the platform for ensuring that we promote this across the school between all children and adults.

The Staff and Governing Body accept the explicit aims of this policy.

To further develop children's learning behaviours, these will be promoted through our Roby Park learning behaviour characters:

- Resilient Reggie
- Inquisitive Idris
- Reflective Rochelle
- Collaborative Craig
- Motivated Molly
- Creative Carlos

These learning behaviours, and their representative characters, will be promoted in the school learning environments and staff will consciously praise children when demonstrating such learning behaviours. Children will be rewarded with learning behaviour stickers and points on Class Charts.

1.2 Roby Park Primary Mission Statement

In its simplest terms, our school seeks to fulfil its mission statement and ensure that;

1. **We provide a child-centred environment where children feel secure, valued and cared for.** We talk of safety from physical and emotional harm. This policy aims to promote this through promoting positive behaviour and ensuring that our discipline procedures effectively manage children who don't respect children's right to be safe and thrive in school.

2. **Children are happy and will thrive.** This is crucial, if we are going to create a successful school, we have to develop the intrinsic self-esteem of children and discuss happiness as a fundamental factor of our school. It should be a right, not a chance. This also involves defining happiness.

To achieve a school where all staff and children are happy, we have to ensure that this is developed as part of our school ethos and reward system but also regarded as a professional duty by all staff. Promoting effective relationships is central to this.

3. **We aim to educate and inspire every child to reach their full potential.** The right to learn runs through the whole school day. Children should have a positive atmosphere that supports their development as learners in lessons, at lunchtime and in any school clubs or activities.

1.3 Defining Acceptable Behaviour

We recognise that our children come to school with a range of experiences and values. At Roby Park Primary School we have a culture that insists that acceptable behaviour is respecting the rights outlined in our mission statement.

Not respecting these rights defines unacceptable behaviour. Children, parents and staff have a responsibility to respect these rights. The head teacher, staff and Governing Body have a duty to ensure that these rights are valued and protected through effective behaviour management policies and procedures.

At Roby Park Primary each class has a charter of rights and responsibilities to explain their class rules. These are written by the children with their class teacher.

1.4 Charters of Rights and Responsibilities

Although we have our school mission statement that defines acceptable and unacceptable behaviour each class develop their **Class Charter of Rights and Responsibilities** with their class teacher.

The charters explain the children's understanding of the rights that must be protected. Their responsibilities are what everybody expects from their class mates to respect these rights.

For example:

Rights	Responsibilities
To be treated with respect at all times.	To be kind and helpful. Not to call anybody names or hurt them.
To enjoy learning.	To work hard. Not to disturb others when they work. To listen

These have replaced the old idea of class rules and place an emphasis on responsibility and respect

1.5 Government Expectations of Schools and Behaviour Management Under Law

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

Section 2: Professional Standards

2.1 What You Should Expect From Our Team

Governors:

The governing body is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher and monitoring the policies effectiveness, holding the headteacher to account for its implementation.

The headteacher:

The headteacher is responsible for reviewing this policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

All staff:

To be successful in promoting positive behaviour, we believe that there are three essential factors that you should expect from our staff team. They are that we;

1. Value and Promote Positive Behaviour

All our staff need to promote positive behaviour as a professional quality. We need to show this through our everyday actions; how we organise our environment and our curriculum. Teaching must give clear messages to the children about the extent to which they and their efforts are valued. For example, the arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

2. Quality of Our Relationships

Children need to have positive and respectful relationships modelled. At Roby Park Primary School, we recognise that it is the everyday interactions that make the difference. It is the importance of every greeting, every smile and every welcome that are crucial to the success of our policy. Listening, fairness and integrity underpin purposeful relationships. These are professional qualities.

3. Consistency

If it is important, we demonstrate this through our professional discipline. Where we have reward systems, we must ensure that they are rigorously applied and valued. Equally, when we have to manage inappropriate behaviour, we must be thorough and ensure that agreed processes are followed.

2.2 Delivering the Curriculum

We fully accept that children and parents should always expect children to receive high quality teaching. It is our professional responsibility to ensure that;

- Our curriculum engages children
- Lessons are structured and organised
- Lessons plan for the individual needs of children
- Planning and feedback is thorough to celebrate children's achievements and ensure progress.

2.3 PSHE Curriculum

See PSHE policy for themes covered, through our Jigsaw curriculum. This is taught weekly and can be adapted to link with current affairs or the needs of the cohort. We will also develop the principles of Growth Mindset and 'the power of yet', through weekly PSHE lessons and assemblies. This will underpin the development of resilience in all children.

2.4 Extra Curricular Activities

We want our children to be engaged with school and be as involved as possible in school life. Across the school we provide a wide variety of opportunities for children to be engaged in extra-curricular activities.

2.5 Peer Modelling and Leadership

At Roby Park Primary School, we know that children respond well to their peers. We therefore give children the opportunity to be leaders around the school. These include;

- Play leaders
- House captains
- School Council Reps
- Eco-committee Reps
- Wellbeing Champions

We also provide children with numerous opportunities through the curriculum to contribute to our community. We have strong partnerships with local schools, nursing homes and other organisations.

2.6 The School Environment

- Should be supportive, not repressive
- Should develop a sense of community and working together
- Should motivate children to do well, through good classroom management and a high-quality curriculum
- Should focus on the success of the children e.g. use of Class Charts, displays of works, certificates, rewards etc
- Should be ordered and calm
- Should be forgiving, so that incidents are dealt with and then the children encouraged to move forward in a positive way.

2.7 Behaviour and Conduct at Lunchtime and in Breakfast Club

All staff work to the same policies across the school. Staff working during lunchtimes and in our extended care will follow this policy.

2.8 Working with Parents and Carers

We value our work alongside parents and are keen to work in partnership with them to promote good behaviour. We will consult with our parents regularly on behaviour via our Class Charts platform. Every year the issue will be discussed by the Parents' Forum and we will use our self-evaluation questionnaires to get feedback on parent/care perceptions on behaviour and school systems.

Our expectations are communicated annually through transition. All families have to sign our home school agreement.

This policy will be available to parents through a leaflet and on our website. We will ensure that we:

- Inform parents and carers of problems related to behaviour via Class Charts notifications
- Meet with them formally twice per year (parents' evenings)
- Be available at other times to discuss their child's behaviour, as the need arises.
- Keep them informed before consulting outside agencies.

- Share with them the procedures that are available in school for dealing with behavioural difficulties.
- Signpost places where they may seek help for dealing with behavioural difficulties at home.

When difficulties arise with children, the school may try and use a problem-solving conference to explore how school, the child and home can move forwards. This will normally be held by a senior member of staff, with the class teacher, the child and the pupil.

If these steps are not successful, school may seek agreement to involve external agencies. This should occur when a child's behaviour is causing concern regarding their impact on others or having a negative effect on their mental health. This will be promoted initially through an Individual Behaviour Plan and records kept of behaviour and conduct.

2.9 Behaviour and Inclusion

We are proud to be an inclusive school. Where children need support, we aim to provide it to the best of our abilities. This is applicable to children with social and emotional difficulties as it is for children with academic or other learning difficulties.

At Roby Park Primary, we have a well-trained team of staff who support children. This support can be directly related to their educational needs or through an Individual Behaviour Plan. To help these plans be successful our Inclusion Manager works with the head teacher to plan specific programs to help children be successful at school.

We have a well-trained team of support staff who have a wide range of experience relating to specific learning difficulties and programs to support children with their social and emotional development.

We also have a number of partnerships with CAMHS teams, social care staff, Behaviour Outreach Team paediatricians and Learning Support Bases that we use to offer support beyond the school when required. This multi-agency approach has proved to be very successful.

We want to implement this support at an early stage and avoid crisis management related to behaviour concerns.

2.10 Equality and Disability

At Roby Park Primary, we recognise that children are different and will ensure that no children is discriminated against when managing behaviour. Our school has clear guidelines relating to disability, race and gender. This will be monitored by the head teacher and AHT.

2.11 Safeguarding

Children's behaviour may raise safeguarding concerns. Staff should record and report these, on CPOMS, to the head teacher as the school's designated child protection officer. All staff receive training on the link between behaviours and possible issues relating to safeguarding.

2.12 Statutory Powers

The school has adopted the following policies related to statutory powers.

The school will only enforce the **power to search** when they believe that a child is at risk of harm. This could be related to weapons, drugs, alcohol etc. This must be undertaken by a senior member of staff. This must be recorded and communicated to the child's parents in writing.

School will not exercise **powers of detention** outside school hours as a disciplinary measure. We feel that this is inappropriate for children of a primary school age and could cause unnecessary anxiety. Children may have their playtimes or lunchtimes denied as part of the school's zone system.

School will only exercise their **power to use reasonable force** as a last resort to prevent a child or member of staff being placed at risk of harm. The school would prefer to use other measures including removing other (non-involved) children from an incident, calling parents or as a last resort calling the assistance of the police force. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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 the minimum amount of time possible
- Be recorded and reported to parents

Our school has a positive handling policy, but all contact should be to diffuse a situation, physically appropriate and not invasive. Positive examples include an arm on the back, a gentle guiding hand.

School will consider **sanctions for disruptive behaviour outside school**. This will be implemented in all issues when a child's behaviour risks the safety or well-being of any member of our community. This could include another pupil; a member of staff or any other member of our school community.

The school will also seek to apply sanctions or behaviour support if it felt that a child's behaviour is anti-social or affects the reputation of the school. These decisions will be taken by the head teacher on a case by case basis.

Section 3: Positive Behaviour and Reward Systems

At Roby Park Primary School, we recognise that it is the everyday interactions that make the difference. It is the importance of every greeting, every smile and every welcome that are crucial to the success of our policy. We seek to make the ordinary – extraordinary! We use explicit praise, positive modelling to acknowledge these achievements on a daily basis. All of our reward systems are established to recognise and reinforce positive behaviours for learning and develop relationships in school.

3.1 Whole School Reward Systems

- Use of explicit praise
- Star of the week awards
- Learning Hero postcards
- Class Chart Point Awards
- House points via Class Charts
- Headteacher Awards
- 'It didn't go unnoticed award'

3.2 Lunchtime Reward Systems

Lunchtimes are supervised by support staff. The same policies and standards are applied at lunchtime. Staff can reward and sanction children using Class Charts points.

3.3 Breakfast Club Reward Systems

All staff receive regular training and follow this policy completely. Staff can reward and sanction children using Class Charts points. They can also reward children with stickers/ prizes etc or communicate good behaviour to class teachers in order to award points for prizes.

Section 4: Rainbow Behaviours

4.1 Rainbow Behaviours Explained

Red Behaviours	Behaviours	Yellow Behaviours	Class Charts Points Behaviours		
<p>I have lost my right to be in our classroom.</p> <p>I need to ensure that I change my attitude and behaviour to be part of this classroom.</p> <p>I need to ensure that I respect the rights of the children and staff in my school to;</p> <ul style="list-style-type: none"> • Be safe • Be happy in school • Be respected at all times • To learn 	<p>I have lost my next break-time. If I don't move out of this zone, my parents will be contacted.</p> <p>I need to improve my behaviours for learning.</p> <p>I need to respect our charter of rights and responsibilities. I have a responsibility to respect myself and my classmates.</p> <p>I need to reflect on my behaviours and how they affect the learning of my classmates.</p> <p>I need to show resilience and see learning and improvement as a positive challenge.</p> <p>I know that the most important person for improving today is me!</p>	<p>I have lost 5 minutes of my play-time or lunchtime.</p> <p>I need to think about what how I can improve.</p> <p>I need to ensure that I respect my class mates right to learn.</p> <p>I need to reflect on what I can do to improve my learning and be successful!</p> <p>I need to remind myself of our class charter of responsibilities.</p> <p>I need to remember what good learners do!</p> <p>I need to make sure that I am focused on my learning.</p>	<p>I am focused on having a good day at school.</p> <p>I am being a responsible learner and helping my classroom to be a good place to be and learn.</p> <p>I am focused on being a responsive learner who takes an interest in learning.</p> <p>I am following our class charter of rights and responsibilities.</p>	<p>I have made a positive contribution to my class.</p> <p>I have made a positive contribution to my classroom. I am proud of my efforts and behaviour.</p> <p>I am helping my classmates to learn.</p>	<p>I have made a fabulous effort today. I am VERY proud of my behaviour and conduct. I have made a school a great place to be!</p> <p>I have made a significant contribution to my class.</p> <p>I am proud of my learning.</p> <p>I am a great role model!</p>
Possible removal from class and referred to a senior member of staff or head teacher if the incident is very serious.	<p>Loss of 15 mins of play or lunchtime to reflect on how I am going to improve.</p> <p>Parents contacted via Class Charts.</p>	<p>Loss of 5 mins play or lunchtime to reflect on how I am going to improve.</p> <p>Behaviour logged on Class Charts</p>	<p>Receive class chart points for prizes because of your exceptional learning behaviours. The points you earn show others how your behaviour has contributed to you and your class.</p>		

Managing Behaviour through the Rainbow System

The focus is on praise and reward for exceptional learning behaviours (see above). Positive rewards and sanctions will be used to manage behaviours and ensure that our expectations are clear.

The rainbow should encourage children to display positive learning behaviours and in return earn Class Chart points. This should be possible at any point in the school day. The only exception to this will be if a child displays red behaviours. At this point, the class teacher will have decided that their behaviour is unacceptable, and is disrupting learning. This may result in a child being moved out of their class until their parents meet with a senior member of staff. If a red behaviour is recorded at lunchtime, a senior member of staff will decide if a child should remain in class or not

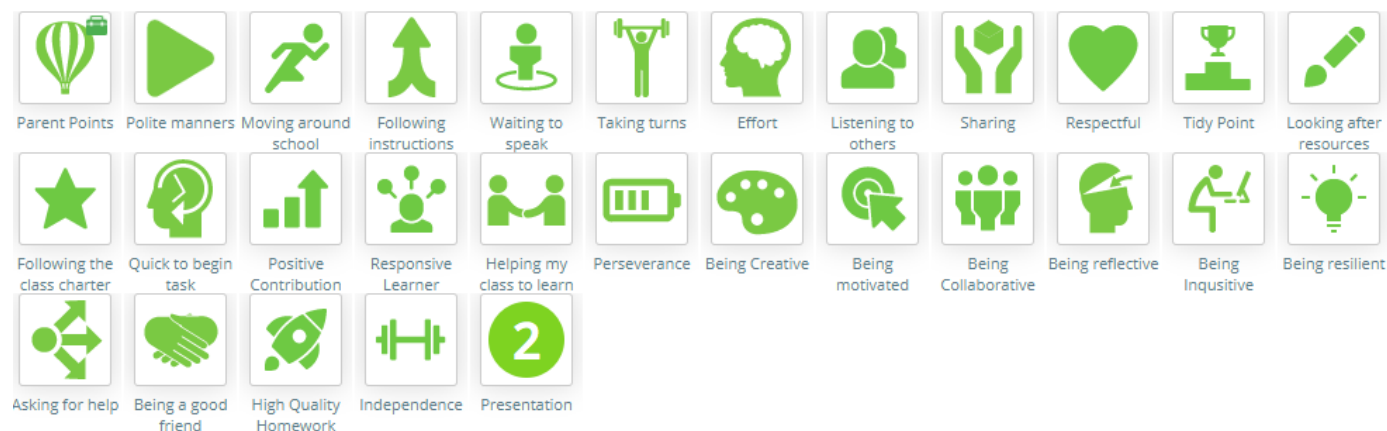
Children can earn points on Class Charts for displaying a range of behaviours, in any lesson, in assembly etc. Behaviours have different values based on our school focus. All staff have an input into Class Charts but it is the class teacher who manages it for their class. Teaching Assistants and other support staff should inform the class teacher if they feel a child should earn points. The key areas are identified below:

4.2 Class Charts Points Behaviours

All children start EVERY DAY on zero points. All staff need to ensure that there is a clarity regarding expectations and effective use of reward systems to encourage children to strive to earn points for a range of positive behaviours. They will be given Class Chart points by a member of staff to share and celebrate their contribution to our school. We expect children to earn different numbers of points each day and encourage all children to strive to show outstanding behaviours for learning and a significant contribution to their class. These points can be used in the reward shop to exchange for a range of prizes and activities.

Parents are also able to award points at home for a selection of behaviours using the Class Charts app. These can only be awarded once per day and the points will not count towards the reward shop.

Class Points



Parent Points



4.3 Yellow Behaviours

Type of Behaviour	Reason for sanction being enforced	Sanction	Strategy	Who is responsible?
Low level disruptive behaviour such as:				
Shouting out in class	Not respecting children's right to learn	Loss of 5 mins break-time or lunchtime.	Reflection task. Explaining what they need to do to improve (see appendix 10).	Class Teacher
Disturbing other children's learning	Not respecting children's right to learn	Removal to another table (the quiet zone) and loss of 5 mins break-time or lunchtime.	Removal to another table (quiet zone) until they improve. Reflection task. Explaining what they need to do to improve (see appendix 10).	Class Teacher
Not following instructions	Not respecting the adult in school.	Loss of 5 mins break-time or lunchtime.	Reflection task. Explaining what they need to do to improve (see appendix 10).	Class Teacher
Calling children unpleasant names	Not respecting children/adults right to respect and be happy.	Removal to another table (the quiet zone) and loss of 5 mins break-time or lunchtime.	Remove from other children (have to protect their right to be safe and happy) for the remainder of the lesson.	Class Teacher

Once the sanction and strategy has been followed, children should continue to earn points once they have shown that their behaviour has improved, so children can rectify their behaviour. Children should be caught doing the right thing, praised and points awarded accordingly.

4.4 Orange Behaviours

Type of Behaviour	Reason for sanction being enforced	Sanction	Strategy	Who is responsible?
Significant disruption / continued low level disruption.				
No improvement in behaviour despite being in the yellow zone. Repeated poor behaviour.	Not respecting class charter and children's rights to learn.	<p>Loss of following break-time/lunch-time for 15 mins.</p> <p>Child is given the opportunity to start afresh and improve their behaviour by moving back into green after reflection time.</p> <p>Letter home via Class Charts if child does not move beyond green on the Rainbow Zones by the</p>	<p>Manage behaviour and ensure that sanctions are followed.</p> <p>During this time the children must complete a reflection sheet, reflecting on what they did, why, what they could have done differently and how they will put it right (see appendix 10)</p> <p>At an appropriate time, class teacher to discuss behaviour with the child and how they can improve. Discussion should focus on impact and consequences of their behaviour on others.</p>	Class Teacher
Refusal/non-compliance when an instruction is given.	Not respecting school rules and adults in school.			Class Teacher
Being aggressive with other children (without causing harm).	Not respecting children's rights to be safe and happy in school			Class Teacher
Causing significant disruption to a lesson.	Not respecting class charter and children's rights to learn.			Class Teacher

		end of the day.		
<p>Emphasis on orange zone is to ensure that children's behaviour improves. This is a serious warning with an immediate sanction (Loss of 15 minutes playtime/lunchtime). We are then focusing on what we need to improve and catching pupils making right choices. Children must know that they have the option to continue to earn positive behaviour points. Parents will be informed via the Class Charts app if their child has displayed Orange behaviours.</p> <p>If orange behaviours persist, or a child is repeatedly displays orange behaviours for this level of behaviour then the class teacher should approach their band leader for support, once they have completed the steps in the behaviour flow chart.</p> <p>This support should consider the need for an IBP and a further meeting with parents/carers.</p>				

4.5 Red Behaviours				
Type of Behaviour	Reason for sanction being enforced	Sanction	Strategy	Who is responsible?
Serious disruption that affects learning in the classroom, puts children and adults at risk of harm.				
No improvement in behaviour despite being in the orange zone. Repeated disruptive behaviour that cannot be tolerated.	Not respecting class charter and children's rights to learn.	<p>Could result in internal exclusion or a fixed term exclusion.</p> <p>Letter home via Class Charts and parents invited in for a meeting with deputy or head teacher.</p>	<p>Remove from the classroom with work to complete.</p> <p>Refer immediately to a senior member of staff</p> <p>Need for an IBP and further support to be considered.</p>	<p>AHT</p> <p>Dealt with by AHT. If urgent referred directly to the head teacher.</p>
Hurting other children by either hitting or hurting them (including use of homophobic language, racist language or inappropriate use of social media/internet).	Not respecting children's right to be safe.		<p>Remove from the classroom with work to complete.</p> <p>Refer immediately to a senior member of staff</p>	<p>AHT</p> <p>Dealt with by AHT. If urgent referred directly to</p>

			Need for an IBP and further support to be considered.	the head teacher.
Unacceptable conduct towards a member of staff.	Not respecting adults in school.		Remove from the classroom with work to complete. Refer immediately to a senior member of staff Need for an IBP and further support to be considered.	AHT Dealt with by AHT. If urgent referred directly to the head teacher.
<p>If the AHT feels that the issue is serious it will be referred to the head teacher. The AHT can enforce internal exclusions.</p> <p>Fixed term exclusions can only be enforced by the head teacher.</p>				

4.6 Recording Behaviour

Behaviours, both positive and negative are awarded and recorded on Class Charts. Recording an orange or red behaviour will require notes to be entered about the issue which will be sent to parents via the Class Charts app. When a record of behaviours over time using the ABC-R format is required, this will be done using Provision Map.

Section 5: Managing Negative Behaviour and Sanctions

Although the focus of our Behaviour and Relationships Policy is developing positive behaviours and relationships, the use sanctions are essential part of our approach. It is essential that we communicate that unacceptable behaviour will not be tolerated. We have to ensure that our children are developing in a school where their rights to safety, happiness, respect and to learn are protected.

When sanctions are enforced, it is essential that we use them to allow children to reflect on their behaviour and consider their future actions. Sanctions are only effective if they improve school life and change behaviour and attitudes. It is essential that sanctions are not vengeful. It is the inappropriate behaviour that we wish to eliminate, not the child.

In all classrooms across the school we use our rainbow behaviours system to manage sanctions.

Steps staff must follow, when applying sanctions are to;

- Specifically communicate what behaviour they are unhappy with and why that is unacceptable. Children must understand why they are being sanctioned. Ensure that sanctions are fair (proportionate) and follow school policy.
- Use the rainbow behaviour system to apply sanctions. Loss of break time etc cannot be applied without use of this.
- Communicate with parents when children repeatedly display orange and red behaviour using Class Charts.
- Record incidents of poor behaviour as evidence on Class Charts
- Refer child to band leader.
- Follow the behaviour flow chart for steps in reporting and communicating behaviours, both positive and negative.
- Consider an Individual Behaviour Plan (IBP) and liaise with school SENDCO
- SENDCO to consider referral to outside agencies with parents' consent.
- Refer to Headteacher who will once again contact parents.
- If these steps fail to improve the behaviour of the pupil, then, as a last resort, school may need to consider further steps including transfer or the use of fixed term and ultimately permanent exclusion.

At Roby Park, we are committed to positive discipline which is part of the children's learning process and supports the child's personal development. For this reason we avoid the following sanctions:

- Corporal punishment of any kind
- Children being sent out of class without any supervision.
- Lines
- Ridicule or sarcasm
- Criticism of the child rather than the behaviour e.g. 'that was unkind' NOT 'you are unkind'.
- Jumping to conclusions based on a child's reputation or previous behaviour.
- Threats of punishments, which are then not carried out.
- Sending children home with incidents unresolved, so that they worry unnecessarily about them.
- Group punishment should be avoided as it breeds resentment.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. School will also consider

any issue relating to inclusion or safeguarding. Additional specialist help and advice from the Educational Psychologist or Behaviour Outreach Team may be necessary. This possibility should be discussed with the SENDCO/Headteacher first.

School's policy in relation to Anti-Bullying, Online Safety etc are available to parents and published on the school's website.

Appendix 1: Guidance for staff: Applying sanctions correctly.

The list below is not exhaustive but does provide guidance on use of sanctions and zones.

Behaviour	Action / Sanction	Who is responsible?	SLT?
Forgetting homework	<ul style="list-style-type: none">Child spends their own time completing it.Remind children and telephone/message parents to remind them	Class teacher	No but seek advice if issue continues.
Forgetting reading book	<ul style="list-style-type: none">Remind children and telephone/message parents to remind them.	Class teacher	No but seek advice if issue continues.
Forgetting P.E kit or swimming kit	<ul style="list-style-type: none">Remind children and telephone/message parents to remind them.	Class teacher / P.E teacher	No but seek advice if issue continues.
Wearing incorrect uniform	<ul style="list-style-type: none">Remind children and telephone/message parents to remind them.	Class teacher	No but seek advice if issue continues.
Poor at lining up after play.	<ul style="list-style-type: none">Class practices in own time. Do not include any children who have made a clear effort.Talk to class	Class teacher	No but seek advice if poor behaviour continues.
Poor at moving around school i.e. talking / running/ not holding doors	<ul style="list-style-type: none">Class practices in own time. Do not include any children who have made a clear effort.Talk to class	Class teacher	No but seek advice if poor behaviour continues.
Refusing to work at full potential. Deliberate lack of effort	<ul style="list-style-type: none">Record yellow behaviour and miss 5 mins playtime for reflection.Child spends their own time completing work to correct standard.	Class teacher	No but seek advice if poor behaviour continues.
Whistling, laughing, talking and coughing (on purpose to get attention) tapping, banging	<ul style="list-style-type: none">Ignore and don't give attention in lesson time.Record yellow behaviour and miss 5 mins playtime for reflection.Talk to child on their own at playtime. Record orange behaviour if behaviour persists.	Class teacher	No but seek advice if poor behaviour continues.
Calling out	<ul style="list-style-type: none">Talk to childand miss 5 mins playtime for reflection if behaviour continues.Record orange behaviour if behaviour persists.	Class teacher	No but seek advice if poor behaviour continues.

Arguing with other children	<ul style="list-style-type: none"> • Talk to the children. • Record yellow behaviour and miss 5 mins playtime for reflection if behaviour continues. • Record orange behaviour if behaviour persists. 	Class teacher	No but seek advice if poor behaviour continues.
Shouting at each other instead of talking	<ul style="list-style-type: none"> • Talk to the children. • Record yellow behaviour and miss 5 mins playtime for reflection if behaviour continues. • Record orange behaviour if behaviour persists. 	Class teacher	No but seek advice if poor behaviour continues.
Getting out of seat without permission and causing disruption.	<ul style="list-style-type: none"> • Talk to child • Record yellow behaviour and miss 5 mins playtime for reflection if behaviour continues. • Record orange behaviour if behaviour persists. 	Class teacher	No but seek advice if poor behaviour continues.
Making silly noises/being disruptive.	<ul style="list-style-type: none"> • Talk to child • Record yellow behaviour and miss 5 mins playtime for reflection if behaviour continues. • Record orange behaviour if behaviour persists. 	Class teacher	No but seek advice if poor behaviour continues.
Distracting/deliberately annoying other children.	<ul style="list-style-type: none"> • Talk to child • Record yellow behaviour and miss 5 mins playtime for reflection if behaviour continues. • Record orange behaviour if behaviour persists. 	Class teacher	No but seek advice if poor behaviour continues.
Laughing at others when they are being reprimanded being spoken to.	<ul style="list-style-type: none"> • Talk to child • Record yellow behaviour and miss 5 mins playtime for reflection if behaviour continues. • Record orange behaviour if behaviour persists. 	Class teacher	No but seek advice if poor behaviour continues.
Continuing poor behaviour despite being in yellow zone.	<ul style="list-style-type: none"> • Talk to child • Record orange behaviour. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. • Notification to parents on Class Charts 	Class teacher	Yes. Seek advice on next steps.
Defacing books	<ul style="list-style-type: none"> • Talk to child • Record orange behaviour. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. 	Class teacher	No but seek advice if poor behaviour continues.

	<ul style="list-style-type: none"> • Notification to parents on Class Charts 		
Deliberately ignoring instructions	<ul style="list-style-type: none"> • Talk to child • Record orange behaviour. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. • Notification to parents on Class Charts 	Class teacher	Yes. Seek advice on next steps.
Calling children rude names.	<ul style="list-style-type: none"> • Talk to child • Record orange behaviour. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. • Notification to parents on Class Charts • Speak to parents informally for their support and awareness. 	Class teacher and band leader	Yes. Seek advice on next steps.
Arguing with adults	<ul style="list-style-type: none"> • Talk to child • Speak to parents informally for their support and awareness. • Record orange behaviour. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. • Notification to parents on Class Charts 	Class teacher and band leader	Yes. Seek advice on next steps.
Answering back / showing disrespect to adults.	<ul style="list-style-type: none"> • Talk to child. • Speak to parents informally for their support and awareness. • Record orange behaviour. Miss 15 minutes break-time/lunchtime. Complete reflection sheet. Make it clear any continuation is a red behaviour offence. • Letter home if behaviour doesn't improve. 	Class teacher and band leader	Yes. Seek advice on next steps.
Throwing objects to cause damage/harm.	<ul style="list-style-type: none"> • Record red behaviour immediately. • Time out at another class. • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be informed.

Using Swear words	<ul style="list-style-type: none"> • Record red behaviour immediately. • Time out at another class (15 minutes). Then return to classroom on own table. • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be informed.
Kicking furniture or doors	<ul style="list-style-type: none"> • Record red behaviour immediately. • Time out at another class (15 minutes). Then return to classroom on own table. • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be informed.
Racist comments	<ul style="list-style-type: none"> • Record red behaviour immediately. • Incident recorded on appropriate form. • Time out at another class if required. • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be informed.
Bullying incidents	<ul style="list-style-type: none"> • Record red behaviour immediately. • Incident recorded on appropriate form. • Time out at another class if required. • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be informed.

Insulting staff	<ul style="list-style-type: none"> • Record red – complete reflection sheet • Time out in another class (internal exclusion) • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be manage sanctions.
Walking away from adults	<ul style="list-style-type: none"> • Record red – complete reflection sheet • Time out in another class (internal exclusion) • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be manage sanctions.
Swearing at children and / or adults	<ul style="list-style-type: none"> • Record red – complete reflection sheet • Time out in another class (internal exclusion) if required. • Instant exclusion will be considered by HT/DHT (based on severity of offence). • If it occurs at playtime or lunchtime-3 day removal from playground. • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be manage sanctions.
Fighting	<ul style="list-style-type: none"> • Record red – complete reflection sheet • Time out in another class (internal exclusion) if required. • If it occurs at playtime or lunchtime- 3 day removal from playground. • Complete reflection tasks at lunchtime or break-time that day. 	Class teacher and band leader	HT/AHT must be manage sanctions.

	<ul style="list-style-type: none"> • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 		
Hitting other children	<ul style="list-style-type: none"> • Record red – complete reflection sheet • Time out in another class (internal exclusion) if required. • If it occurs at playtime or lunchtime- 5 day removal from playground. • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Ensure that SLT speak to child. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be manage sanctions.
Hitting / pushing adults	<ul style="list-style-type: none"> • Record red – complete reflection sheet • Instant removal to HT or DHT. • Instant exclusion will be considered. • Complete reflection tasks at lunchtime or break-time that day. • Notification to parents on Class Charts. • Record notes from parent meeting. 	Class teacher and band leader	HT/AHT must be manage sanctions.

Developing an Individualised Behaviour Plan

When your general classroom discipline plan is not effective with a pupil, you will need to establish an individualised behaviour plan for him or her. Such a plan is designed to adapt the concepts of your regular classroom discipline plan to meet the unique needs of a particular pupil.

An IBP can help teach the pupil to behave responsibly and help you to develop the positive relationship with that pupil that so far may have been out of reach.

An IBP includes:

- The specific behaviours expected of the pupil.
- Strategies to support the pupil in managing their behaviour.
- Meaningful consequences to be imposed if the pupil does not choose to engage in the appropriate behaviour.
- Meaningful positive recognition to be given when the pupil does behave appropriately.

Guidelines for developing an IBP

1. Determine the behaviour(s) you expect from the pupil.

Select one or two behaviours to work on at a time. Choose those that you believe are most important to the pupil's success. For example, if a pupil has a consistent problem with staying his/her seat, the rule "Stay in your seat unless told to get up" would be an appropriate target.

2. Decide on meaningful consequences/ rewards.

Consequences could be put into the following hierarchy.

First disruption: Warning

Second disruption: Five minutes after class (playtime/dinnertime)

Third disruption: Loss of Playtime/Dinnertime

Fourth Disruption: Send pupil to AHT – Contact Parents.

Fifth Disruption: Involve Headteacher

Rewards should be meaningful and appealing to the child and should be decided alongside them.

Contacting parents about a problem

Follow these steps when contacting a parent about a problem:

1 Begin with a statement of concern.

Let the parent know that you care about the pupil. Let them know that this isn't personal. It is the behaviour that your addressing.

2 Describe the specific problem and present pertinent documentation.

Explain in specific, observable terms what the pupil did.

3 Describe what you have done.

Explain exactly how you have dealt with the problem so far. Make sure that the parent is aware of the steps you have already taken to solve the problem.

4 Get parental input on the problem.

Listen carefully to what the parent has to say. Here are some questions you may want to ask:

"Has your child had similar problems in the past?"

"Why do you feel your child is having these problems at school?"

"Is there something (divorce, separation, siblings, a move) going on at home that could be affecting your child's behaviour?"

5 Get parental input on how to solve the problem.

Parents may have a good idea that could help solve a specific problem. Ask for input, and listen carefully to the response.

6 Tell the parent what you will do to help solve the problem.

You've already explained what you have previously done. Let the parent know exactly what specific actions you are going to take now.

7 Explain what you need the parent to do to solve the problem.

Clearly and carefully explain specifically what you would like the parent to do.

8 Let the parent know you are confident that the problem can be worked out.

Wrap up the conversation or meeting on a positive note.

9 Tell the parent that there will be follow-up contact from you.

The parent needs to know that you are going to stay involved. Provide this reassurance by giving a specific date for a follow-up call or note.

10 Recap the conference.

Clarify all agreements. Restate and write down what you are going to do and what the parent is going to do. Report this on a parent / carer contact form and retain in red file.

Appendix 4: PSC

Roby Park Primary School		
Problem-Solving Conference		
Pupil's name:	Date:	
1. Problem behaviour the pupil is having reason for conference~:		
2. Pupil input regarding problem (Why does the pupil think this problem is occurring?):		
3. Steps the teacher can take to help solve the problem:		
4. Actions the pupil can take to solve the problem:		
5. Course of action agreed upon between teacher /parent and pupil:		
Teacher's signature:	Pupil's signature:	Date:
Parent's Comments and Signature:		
Follow-up and Notes:		




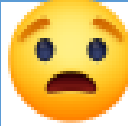
Reflecting on my behaviour

Name _____ Class _____

Explain what happened

What were you thinking at the time?

How were you feeling at the time? (Tick)

sad	lonely	frustrated	angry	confused	worried	hurt	other
							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Who do you think has been affected by what you have done?

What could you do to put things right? (a letter of apology, verbal apology, understand their feelings etc)

Signed: Pupil _____ Adult _____

