

**Positive Behaviour & Relationships Policy**

Written Sept 2024

Review Sept 2025

Signed – Mrs Kat Allen

(Headteacher)

Signed – Mr Frank Walsh

(Chair of Governors)

**Contents**

|  |
| --- |
| **Section 1:** **Values and Aims** |
| 1.1 Aims |
| 1.2 Roby Park Primary Mission Statement |
| 1.3 Defining Acceptable Behaviour at Roby Park Primary |
| 1.4 Government Expectations of Behaviour Management |
| **Section 2: Professional Standards and the Curriculum** |
| 2.1 What You Should Expect from our Staff Team |
| 2.2 Delivering the Curriculum |
| 2.3 PSHE Curriculum |
| 2.4 Extra Curricular Activities |
| 2.5 Peer Modelling and Leadership |
| 2.6 School Environment |
| 2.7 Behaviour at Lunchtimes |
| 2.8 Working with Parents |
| 2.9 Behaviour and Inclusion |
| 2.10 Behaviour and Equality |
| 2.11 Behaviour and Safeguarding |
| 2.12 Statutory Powers (Search Pupils, Detention and Restraint) |
| Section 3: **Positive Behaviour Reward Schemes** |
| 3.1 Whole School Reward Systems |
| 3.2 Lunchtime Reward Systems |
| 3.3 Breakfast and After School Club Systems |
| **Section 4:** **Rainbow** **and Class Charts System** |
| 4.1 Behaviours Explained |
| 4.2 Green Class Charts Points Behaviours |
| 4.2 Yellow Behaviours |
| 4.3 Orange Behaviours |
| 4.4 Red Behaviours |
| 4.5 Recording Behaviour |
| **Section 5:** **Managing Inappropriate Behaviour and Sanctions** |
| Appendix 1: **Advice on Developing PBPs** |
| Appendix 2 : **Advice on Communicating with Parents** |
| Appendix 3: **Learning behaviour characters** |

**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 rewards and sanctions policy is central to the success of this. Our anti-bullying policy ensures 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 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 must 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 must 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 points on Class Charts and certificates in Celebration Assembly.

**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 were 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.

1. **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 also 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](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), 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](http://www.legislation.gov.uk/ukpga/2006/40/section/88), 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy) 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.

1. **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.

1. **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 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 a Positive 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.

Our well-trained team of support staff 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 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 child 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 DHT.

**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 part of their playtimes or lunchtimes denied as part of the school’s reward and sanction 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
* 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 daily. All 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
* Deputy Headteacher Awards
* Random Act of Kindness 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 to award points for prizes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section 4: Rainbow Behaviours** | | | | | |
| * 1. **Rainbow Behaviours Explained** | | | | | |
| **Red Behaviours** | **Orange Behaviours** | **Yellow Behaviours** | **Class Charts Points Behaviours** | | |
| I have lost my right to be in our classroom.  I need to ensure that I change my attitude and behaviour to be part of this classroom.  I need to ensure that I respect the rights of the children and staff in my school to;   * Be safe * Be happy in school * Be respected at all times * To learn | I have lost my next break-time.  I need to improve my behaviours for learning.  I need to respect our charter of rights and responsibilities. I have a responsibility to respect myself and my classmates.  I need to reflect on my behaviours and how they affect the learning of my classmates.  I need to show resilience and see learning and improvement as a positive challenge.  I know that the most important person for improving today is me! | I have lost 5 minutes of my play-time or lunchtime.  I need to think about what how I can improve.  I need to ensure that I respect my class mates right to learn.  I need to reflect on what I can do to improve my learning and be successful!  I need to remind myself of our class charter of responsibilities.  I need to remember what good learners do!  I need to make sure that I am focused on my learning. | I am focused on having a good day at school.  I am being a responsible learner and helping my classroom to be a good place to be and learn.  I am focused on being a responsive learner who takes an interest in learning.  I am following our class charter of rights and responsibilities. | I have made a positive contribution to my class.  I have made a positive contribution to my classroom. I am proud of my efforts and behaviour.  I am helping my classmates to learn. | 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!  I have made a significant contribution to my class.  I am proud of my learning.  I am a great role model! |
| **Possible removal from class and referred to a senior member of staff or head teacher if the incident is very serious.** | **Loss of 15 mins of play or lunchtime to reflect on how I am going to improve.**  **Parents contacted via Class Charts.** | **Loss of 5 mins play or lunchtime to reflect on how I am going to improve.**  **Behaviour logged on Class Charts** | **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.** | | |

**Managing Behaviour through the Rainbow System using Class Charts**

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.

Class Charts points should encourage children to display positive learning behaviours. 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. Teachers, Teaching Assistants and other support staff can award points if they feel a child has earned them. 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 be awarded once per day and the points will not count towards the reward shop. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | Explaining what they need to do to improve | 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.  Explaining what they need to do to improve | Class Teacher |
| Not following instructions | Not respecting the adult in school. | Loss of 5 mins break-time or lunchtime. | Explaining what they need to do to improve | 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. | Loss of following break-time/lunch-time for 15 mins.  Child is given the opportunity to start afresh and improve their behaviour  Class Charts | Manage behaviour and ensure that sanctions are followed.  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.  When persistent orange behaviours occur, class teachers are to call parents to discuss the issues and ways forward. | 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 |
| Emphasis on orange behaviours 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.  If orange behaviours persist, or a child is repeatedly displays orange behaviours for this level of behaviour then the class teacher should approach their phase leader for support, once they have completed the steps in the behaviour flow chart.  This support should consider the need for an PBP and a further meeting with parents/carers. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | Could result in internal exclusion or a fixed term exclusion.  Parents invited in for a meeting with deputy or head teacher. | 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. | **DHT**  Dealt with by DHT. If urgent referred directly to the head teacher. |
| 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. | 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. | **DHT**  Dealt with by DHT. If urgent referred directly to 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. | **DHT**  Dealt with by DHT. If urgent referred directly to the head teacher. |
| When red behaviours occur, the class teacher should call on the same day and speak to the parent.  If the DHT feels that the issue is serious it will be referred to the head teacher. The DHT can enforce internal exclusions.  Fixed term exclusions will be enforced by the head teacher, in the absence of the head teacher, the DHT can enforce fixed term exclusions. | | | | |

**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 our proforma on Google Drive.

When persistent orange behaviours occur, class teachers are to call parents to discuss the issues and ways forward.

When red behaviours occur, the class teacher should call on the same day and speak to the parent.

Pupils who display persistent red and orange behaviours will have a Positive Behaviour Plan drawn up in consultation with staff, parents and the pupil. This will include completion of ABC-R forms in relation to behaviours. An [ABC](https://www.twinkl.co.uk/teaching-wiki/alphabet)-R behaviour chart is an observation tool that helps to understand the causes of [behaviour](https://www.twinkl.co.uk/teaching-wiki/behaviour-management) which may present as challenging, by recording what happened before, during and after the behaviour. It helps [teachers](https://www.twinkl.co.uk/teaching-wiki/teacher-observation), parents and carers to track the behaviours of children and pupils. Separating [observations](https://www.twinkl.co.uk/teaching-wiki/observation) into these three categories can be useful in understanding what certain behaviours are linked to or triggered by. It can help us to understand why particular behaviours are taking place. It can even suggest more effective [intervention](https://www.twinkl.co.uk/teaching-wiki/sen-interventions) and care. An ABC behaviour chart forms part of an evidence-based [strategy](https://www.twinkl.co.uk/teaching-wiki/behaviour-management-strategies-in-primary-school) that helps to understand behaviour and assess the effectiveness of the strategies in place by addressing both antecedents and consequences.

When discussing [difficult behaviour](https://www.twinkl.co.uk/teaching-wiki/positive-behaviour-support-pbs), the individual letters of ABC stand for Antecedents (or Action), Behaviour and Consequence:

* **Antecedents** **(or Action):** what action or event occurred before a behaviour of interest took place. This might be hunger, tiredness or particular triggers.
* **Behaviour:**a description of the behaviour itself, which includes what happened, what was said, for how long and how intense.
* **Consequence**: what took place following the behaviour. For example, whether the child withdrew from an activity, experienced sensory stimulation, or whether someone reacted to the behaviour.
* The information that is recorded in the Antecedent Behaviour Consequence model can help us to work out patterns of behaviour. It can therefore be used to develop more effective [management](https://www.twinkl.co.uk/teaching-wiki/classroom-management) of that behaviour.

**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 must 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 Class Charts 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 Class Charts behaviours 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 phase leader.
* Follow the behaviour flow chart for steps in reporting and communicating behaviours, both positive and negative.
* Consider a Positive Behaviour Plan (PBP) 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 that 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: Developing PBPs

|  |
| --- |
| **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 PBP 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.  **Guidelines for developing an PBP**  **1. Identify the behaviour(s) to be changed.**   * Defining the behaviour: Clearly define the behaviour in observable and measurable terms. For example, instead of using vague terms like “aggression,” specify the specific actions or behaviours that constitute aggression. * Analysing the behaviour: Analyse the behaviour to determine its frequency, intensity, duration, and potential triggers. Understanding the patterns and underlying factors will guide the development of appropriate strategies.   **2. Set goals for positive behaviour**  Once the behaviour is identified, the next step is to establish clear and attainable goals for positive behaviour. This includes:   * Defining desired behaviours: Clearly define the positive behaviours that will replace the challenging behaviour. These behaviours should be specific, measurable, achievable, relevant, and time-bound (SMART goals). * Prioritising goals: Determine the order of priority for the identified behaviours to focus on the most critical areas first. This ensures a targeted approach and optimal use of resources.   **3.Strategies for encouraging positive behaviour**  Developing effective strategies for encouraging positive behaviour is a crucial component of a PBP. This involves:   * Positive reinforcement: Identify and implement strategies to provide positive reinforcement for desired behaviours. This may include verbal praise, rewards, privileges, or other forms of positive recognition. * Teaching alternative skills: Provide individuals with the necessary skills to replace the challenging behaviour with more appropriate alternatives. This may involve teaching communication skills, problem-solving techniques, emotional regulation strategies, or social skills. * Environmental modifications: Make adjustments to the environment to support positive behaviour. This may include altering physical surroundings, structuring routines, and providing visual supports.   **4.Monitoring and Evaluating the Progress**  Monitoring and evaluating the progress of the PBP is essential to ensure its effectiveness and make necessary adjustments. |

**Appendix 2: Advice on contacting Parents**

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) gang on at home that could be affecting your child's behaviour?

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.

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.