



BEHAVIOUR POLICY
(Version 3.0)

Name of School: Rectory Farm Primary School

Committee/Person(s) Responsible: Head teacher and senior leaders

Distribution: Governors/staff

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Document Reviews

Version	Adopted Full Govs	Comments	Initial
1.0	23.3.15	New Policy	SH
2.0	26.1.17	Revised policy	SH
3.0	10.9.18	Revised Policy	SH

Rectory Farm Primary School

Behaviour Policy

Our school is committed to creating a caring, secure, stimulating environment in which individuals feel respected and valued, and are enabled to reach their optimum potential emotionally, social and academically.

Our Values

At Rectory Farm Primary School, we strive for children to demonstrate impeccable behaviour as well as encouraging a high standard of attitudes to learning. Together, these attributes are essential skills, contributing to successful school and adult lives.



Our Caterpillar Values guide us through daily life at Rectory Farm.

We strive for all members of the school community to display these values at all times:

- We show **compassion** for others
- We are conscientious in our approach to learning
- We **communicate by** listening respectfully and speaking confidently and clearly
- We show **courage** in making the right choices
- We try our best to be **creative** in our approaches to solving problems and thinking of new ideas
- We all work together to support our school and the wider **community**
- We treat others **courteously**

Implementation

- All staff are committed to the success of our Caterpillar Values. We act as positive role models, showing fairness and consistency in our approach to upholding high expectations of behaviour.
- Parents and children are requested prior to entering the school, to read and sign our Home/School Agreement, which outlines our behaviour expectations.
- Caterpillar values are reinforced through assemblies, 'Circle Time' activities, PSHE lessons and displays.
- Themes such as anti-bullying and anti-racism are regularly reinforced, and children are expected to respect others without prejudice or discrimination.
- Children with additional needs are supported through Individual behavioural plans and we ensure that all adults in the classroom know how to respond sensitively to their needs.
- Our Family Support Worker works closely with our Inclusion leader and class teachers in supporting children with SEMH needs. This is achieved through such programmes as 'Drawing and Talking', and 'Protective Behaviours'.

Nurture

Cherry Tree Class is our nurture room where children with SEMH needs are supported to develop social and emotional skills. Our aim is for these children, having spent a dedicated amount of time in 'Chery Tree Class', to reintegrate fully into classroom life where they are able to flourish using learnt techniques to overcome previous social and emotional barriers.

Rewards and Consequences

Each classroom displays a behaviour rainbow which encourages children to strive for outstanding behaviour every day. All children have their own named peg which is positioned at the start of every morning and again every afternoon, on the green 'Ready to Learn' section (see below)



Rewards

As children display positive behaviours towards our Caterpillar Values they are 'clipped up' with the goal being to be 'clipped off'. This is when children pegs are removed from the chart and clipped onto the child's lapel. The consequence of this is that all members of the school community can see that the children has displayed outstanding behaviour and congratulates them accordingly.

The number of times the child is 'clipped off' is recorded by the teacher on the class behaviour log and towards the end of each term, the top 25% in the class are rewarded by a 'special activity' e.g. sport or art session.

Consequences

If children are displaying negative behaviours towards our Caterpillar Values, they are pegged down on the rainbow. We foster a culture of repair, encouraging the child to consider, '..how can I get back to green?' so that children have an opportunity to improve their behaviour. All classrooms have a 'calm corner' where resources are available to support the children in 'turning their behaviour around'.

School Trips

If staff feel a child presents a health and safety risk or there is a risk of serious misbehaviour during a planned visit out of school, the headteacher will be informed and may decide to sanction the withdrawal of that pupil. In extreme cases, the headteacher may decide that the child is unable to attend the trip at all due to health and safety risks to themselves and others.

Restraint/Reasonable Force

Staff in each year group are fully trained in positive handling techniques and may use reasonable force to prevent pupils injuring themselves or others. If a child is out of control and physical restraint becomes necessary to ensure safety, staff will use positive handling techniques and will call for assistance from a senior member of staff or delegated staff member. Staff will use the minimum restraint necessary whilst attempting to calm the situation.

Recording of behaviour concerns

MyConcern is used by all staff to log significant behaviour concerns.

Rewarding behaviour at Celebration Assembly

Each week teachers award certificates to children in their class who have demonstrated positive approaches to our Caterpillar Values. These are as follows:

- 'A' Value Award' for a child who has shown such attributes as kindness, inclusivity, courage etc.
- 'Super Learner' for a child who has shown a conscientious attitude to learning.
- 'Writer Award' for a conscientious attitude towards writing.

Parents of the children receiving the award are invited to Celebration Assembly.

Internal fixed term exclusion

Instances where a child has reached 'indigo level' on the behaviour rainbow may necessitate an internal exclusion from the classroom. It may be that the child in question spends an agreed amount of time in another classroom or works in isolation outside the HT/DHT offices. In both cases the class teacher will provide accessible work for the child.

External Fixed term exclusion

In more severe cases a period of external exclusion may be necessary. This is dependent on the severity of the incident and is ultimately at the Headteacher's discretion.

Reintegration after fixed term exclusion

A meeting will be arranged with parents, Head Teacher or Deputy Head Teacher, the class teacher and the child after the external exclusion ends. The aim of the meeting is to create an agreement between all parties of future expectations. Minutes of these meetings will be taken and added to MyConcern records.

Permanent Exclusion

This severe measure is only taken by the Head Teacher and ratified by the school's governing body when there is total non-compliance from the child. The school follows the County Council Guidance on exclusion which is available at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/default.aspx>

<http://www.iasnorthants.co.uk/Pages/home.aspx>