

# **Roehampton Church School**

## **2022-2023**

### **Behaviour Policy**



“God’s Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways.”

**Galatians 5:22-23**

Status & Review Cycle: Statutory Annual

Reviewed: September 2022

Next Review Date: September 2023












## Values

All members of the school community live out our vision through the values of respectfulness, caring, and security.









### **Intent:**

At Roehampton Church School (RCS), we believe that all children and families share common values and expectations of behaviour. We uphold the Christian and British values of our community and we seek to ensure that children are equipped with the learning behaviours that will make them successful life-long learners.





### **Children at RCS:**

-  Follow the School Rules of:
  - We are respectful
  - We are gentle
  - We are resilient
  - We are truthful
-  Respect everyone's faiths, beliefs, race and family groups.
-  Take responsibility for their own learning.
-  Understand that RCS does not allow children to do something back to another child if it was done to them first. We encourage children to report to a member of staff to help settle disputes or concerns.
-  Feel secure when participating in class and school activities.
-  Show respect, through working together and supporting each other's learning journey
-  Recognise Article 28 - Everyone has the right to an education and that discipline in schools must respect the child's dignity and rights.
-  Show courtesy, respect for others and share moral values, for example, listening when others are talking, kindness and caring.
-  Respect staff and visitors to the school.
-  Move respectfully around the school and avoid causing disturbance.
-  Keep the school tidy and litter-free and respect the environment both at school and in the wider community.

### **Our staff adhere to the following:**

-  Model good behaviour - providing scaffolding and teaching opportunities for the children.
-  Support children in following the school rules through positive praise and modelling.
-  Be calm and firm in their dealings with children, using appropriate body language, and be clear and consistent in their expectation of the pupils.
-  Respect everyone's faiths, beliefs, race and family groups.
-  Provide opportunities for children to receive praise.
-  Foster an environment where trust is established and positive relationships are built on.
-  Work in partnership with parents to support and develop children's positive learning behaviour.
-  Work in collaboration with colleagues to support positive behaviour within the classroom and the school environment.

### **Our parents and carers adhere to the following:**

-  Follow the school rules and model to their children the values that the school hold.
-  Foster a positive attitude to regular attendance and good punctuality.
-  Work in partnership with the school to ensure fair sanctions for behaviour are followed.
-  Liaise with relevant staff on matters that may affect a child's behaviour through telephone calls, emails or notes to the teacher.

- ✚ Understand that RCS does not allow children doing something back to another child if it was done to them first. We encourage children to report to a member of staff to help settle disputes or concerns.
- ✚ Speak directly to their child's teacher in the first instance if there are concerns allowing the school to take necessary steps to support the child/children involved.
- ✚ Promote respect for teachers and all other adults in the school.
- ✚ Take an active interest in their child's learning by supporting any home reading or projects set by the school.
- ✚ Support, praise and encourage their child in their learning.

#### **Moving Around the School, children adhere to the following:**

1. Walk respectfully, sensibly and safely around the school at all times, showing consideration for other classes.
2. Respect the whole school environment and all property, whether shared or personal.
3. Hold a door when others are following through, when appropriate.
4. Be courteous and kind to adults and children at all times.

#### **Positive reinforcement of good behaviour**

The school rewards systems focus on having respect for others and ourselves and demonstrate good behaviour, good work, good manners, and helpfulness.

Children will be rewarded with the following:

##### ❖ **Praise**

Praise will be immediate (where possible) and specific to ensure that the child being praised understands what he or she has done well.

##### ❖ **Merits**

Merits will be given by each class teacher to a few selected children each week. These will be presented and celebrated in weekly merit assemblies, which usually take place each Monday.

##### ❖ **Age Appropriate Class-Based Reward Schemes**

Class teachers use a variety of age appropriate rewards. These schemes vary across the school and include stickers, Star of the Week, house points, positivity jar etc. All schemes are designed to reward and motivate the children, as well as allowing every child a fresh start each day.

##### ❖ **House Points**

All children are members of one of four school houses - Squirrel, Fox, Robin and Hedgehog. The children can earn house points for their house throughout the week by producing good work and good behaviour. Each week, during merit assembly, the totaled points are shared with the children. Each term, the overall winning house will receive an own clothes day to celebrate their achievement.

#### **Dealing with inappropriate behaviour**

Promoting and ensuring positive behaviour is the responsibility of all staff. Inappropriate behaviour is dealt with promptly and action is taken.

#### **In class**

- ❖ To support positive behaviour, staff will use specific praise to indicate what children are doing well and will identify those following the school's values e.g. 'Well done for holding the door for the other child, that's showing kindness.'
- ❖ In class, children not displaying good learning behaviour will be given two warnings with the teacher explaining the reasons for these warnings. If the behaviour persists after the second warning, the child will be placed in the Reflection Corner in a designated area within the classroom. Should the behaviour continue to persist after the calm down time, the child will

miss time off their break/lunch time and spend it with a teacher who is on duty. These minutes will be spent in a classroom in a productive way, e.g. finishing work not completed, writing a letter of apology, school community tasks etc.

- ❖ In EYFS, if behaviour continues after two warnings given, staff will use a 3-minute sand timer for time out. If the behaviour still persists after this, children will then miss out on a particular play, e.g. if they weren't making the right choices in the construction area, they will be unable to play there for a set time. These incidents will be logged onto Horizons.
- ❖ Teachers will log any child sent to their detention during breaks using the school's Horizons system. If a regular pattern is forming, SLT will become involved and could result in a meeting with parents/carers to discuss further behaviour strategies and support.
- ❖ If the inappropriate behaviour continues or is deemed to be of a risk to the child or to others, then the child is sent to the office and referred to a member of the Senior Leadership Team (SLT).

### **In the Playground**

Depending on the severity of behaviour these steps are followed using the tiers of behaviour (see appendix 1):

- ❖ Verbal warnings from a member of staff on duty. If speaking to a child, they will be told why they were spoken to and what they need to do to ensure their inappropriate behaviour does not escalate. If the behaviour persists, then the child may be sent for a time out to reflect on their behaviour with the teacher on duty.
- ❖ In extreme cases, where a pupil displays severe and persistent inappropriate behaviour, an exclusion from the playground for a set number of days may be actioned.
- ❖ Any incidences of inappropriate behaviour, that results in a time out, will be logged on the school's tracking system, Horizons.

### **Bullying/ sexual harassment/Racism/homophobic or transphobic abuse**

Roehampton Church School has a firm Anti-Bullying Policy and Equality objectives and will not tolerate bullying in any form, whether it is verbal, physical, or cyber-bullying. We follow clear strategies to prevent bullying and help support those affected by it, which involves mediation, ongoing monitoring and collaboration with parents. Please refer to the Anti-Bullying policy for further information. Any incidents of racist or homophobic/transphobic abuse will be reported to the local authority and could be dealt with using a range of sanctions including detentions, removal from playground, internal exclusion or permanent exclusion from school.

### **Special Educational Needs**

If a child's inappropriate behaviour is due to a medical condition or learning needs, then advice and support will be sought from the special educational needs co-ordinator (SENCo). A personal behaviour programme with specific targets, rewards and sanctions may be devised and implemented for that child which is shared with the staff.

Where a child is displaying persistent challenging behaviour, action may be taken to place that child on the SEN register; in that situation, a behaviour programme will be implemented in order to best support their behaviour. Please see the SEND information report and SEND policy for further information.

### **Additional information**

In extreme cases where there is a health and safety concerns for a pupil or an adult, then a child may not be allowed to participate in outside school activities. This may include any of the following:

- clubs
- educational trips e.g. swimming
- library visits
- school journeys.

**Further information**

For any additional help or support, please refer to the following:

SEND policy

Child protection policy

Anti-bullying policy

Safeguarding policy

Positive behaviour policy

Anti-Racism Policy

**Appendix 1**  
**TIERS OF BEHAVIOUR AND SANCTIONS**

| TIERS OF BEHAVIOUR  |                        | SANCTION  |
|---|------------------------|---|
| <p style="text-align: center;"><b><u>TIER 1</u></b></p> <ul style="list-style-type: none"> <li>• Calling out in classroom or lunch hall</li> <li>• Running in the building</li> <li>• Eating sweets in school</li> <li>• Dropping rubbish</li> <li>• Pushing in line</li> <li>• Name calling / teasing</li> <li>• Disrupting or interfering in others play</li> <li>• Putdowns - verbal and non-verbal</li> <li>• Excluding others from play</li> <li>• Arguing back</li> <li>• Not completing homework</li> <li>• Not listening to instructions</li> <li>• Playing in the cloakrooms</li> <li>• <b>Not telling the complete truth</b></li> </ul> | Class Teacher /<br>TA  | <ul style="list-style-type: none"> <li>• Children in KS1 and KS2 not displaying good learning behaviour will be given two warnings with the teacher explaining the reasons for these warnings. If the behaviour persists after the second warning, the child will be placed in the Reflection Corner in a designated area within the classroom. Should the behaviour continue to persist after the calm down time, the child will miss time off their break/lunch time and spend it with a teacher who is on duty. These minutes will be spent in a classroom in a productive way, e.g, finishing work not completed, writing a letter of apology, school community tasks etc. These incidents will be logged onto Horizons.</li> <li>• EYFS: If behaviour continues after two warnings given, staff will use a 3 minutes sand timer for time out. If the behaviour still persists after this, children will then miss out on a particular play, e.g, if they weren't making the right choices in the construction area, they will be unable to play there for a set time. These incidents will be logged onto Horizons.</li> </ul> |
| <p style="text-align: center;"><b><u>TIER 2</u></b></p> <ul style="list-style-type: none"> <li>• <b>Taking property that belongs to other children or the school</b></li> <li>• <b>Dishonesty</b></li> <li>• Leaving the classroom or playground without permission</li> <li>• Ignoring or disobeying: not following instructions or directions of a person in authority. Showing disrespect by - walking away, answering back, back chatting, kissing teeth, arguing</li> <li>• Inappropriate behaviour on school trip</li> </ul>  | Phase Leader/<br>SENCo | <ul style="list-style-type: none"> <li>• Withdrawal of break or lunchtime privileges</li> <li>• Pupils carrying out useful tasks in school</li> <li>• Letter home - 3 letters in half a term will initiate a meeting with parents together with the Phase Leader and class teacher</li> </ul>   |

|  |                                       |  |
|--|---------------------------------------|--|
| <p style="text-align: center;"><b><u>TIER 3</u></b></p> <ul style="list-style-type: none"> <li>• Leaving school grounds without permission</li> <li>• Vandalism: inappropriate use of or damaging school property</li> <li>• <b>Stealing</b></li> <li>• Physical violence: e.g. punching, kicking, spitting, biting, and throwing objects or equipment.</li> <li>• Verbal and emotional violence: swearing, bullying, threatening, intimidation, defiance</li> <li>• Racism</li> <li>• Using inappropriate and offensive language</li> <li>• Cyber bullying</li> </ul> | <p>Head teacher /<br/>Deputy Head</p> | <p>All level 3 behaviour sanctions are at the discretion of the Deputy/Head teacher and may include the following:</p> <ul style="list-style-type: none"> <li>• With-holding participation in non-essential parts of the curriculum, e.g. a school trip or sports event</li> <li>• Withdrawal of break or lunchtime privileges</li> <li>• Pupils carrying out useful tasks in school</li> <li>• Meeting with parents</li> <li>• Internal exclusion</li> <li>• External exclusion</li> <li>• Permanent exclusion</li> </ul> <p>This list is not hierarchical.</p> |
| <ul style="list-style-type: none"> <li>• Bringing into school or using, on school premises: an offensive weapon, or anything that is used as an offensive weapon, illegal drugs</li> <li>• Serious physical abuse of a child or adult</li> </ul>   | <p>Head teacher /<br/>Deputy Head</p> | <p>Permanent Exclusion</p>   |