

Behaviour Policy



“Our vision is to enable the whole Riverside community to achieve, enjoy learning and aspire to be the best they can be. Our positive “Riverside Attitude” expects everyone to work together, communicate and show respect. We build strong partnerships with parents, carers and other professionals, supporting children’s wellbeing and resilience so that they are safe, healthy and ready to learn. By delivering a fun, rich and varied curriculum, we enable all pupils at Riverside to succeed, engage in their learning, be independent and ready for the next step in their lives.”

Our school motto, developed by the children, is “Happy, Helpful, Hard-working” which is further underpinned by the Trust values. This summarises the qualities we expect from everyone in the Riverside Community.

Aims

This policy aims to help staff, parents and other stakeholders to have an understanding of Riverside Primary School’s approach, by:

- defining acceptable standards of behaviour;
- enabling an environment which encourages and reinforces good behaviour;
- promoting self-esteem, self-discipline and positive relationships;
- outlining how rules are formulated and communicated;
- explaining how good behaviour is rewarded and how poor behaviour is sanctioned;
- raising awareness of the actions that can be taken to support pupils presenting with undesirable behaviour.

Expectations

At Riverside Primary School we expect:

- that staff and children are able to teach and learn in a safe, happy, caring and calm environment;
- everyone to be polite, honest, caring and helpful;
- children to be focused, hard-working and engaged in their learning;
- everyone to be inclusive and welcoming of difference, be keen to discover the world around them and respectful towards all members of the community;
- children to be given the opportunity to develop their own personalities and solve their own problems with experience and guidance;
- everyone to be aware of what constitutes unacceptable behaviour;
- staff to take action whenever unacceptable behaviour is observed or reported.

Throughout the school, we encourage:

- recognition and highlighting of good behaviour as it occurs;
- positive praise and voice intonation;
- comments framed in a constructive manner;
- explanation and modelling of the behaviour we wish to see.

We all refer to the Trust values and the concept of 'Riverside Attitude' and 'CHARACTER' to promote positive behaviour in a consistent way.

Staff at Riverside are trained in Trauma-Informed Practice and are expected to adopt Trauma-Informed approaches when dealing with behaviour. The Core Principles of this are:

- a positive school ethos and culture, with a strong emphasis on the emotional wellbeing of the school community and shared responsibility for meeting children's needs;
- a focus on developing positive, supportive, non-judgemental relationships within the school community in order to create a school climate that fosters fairness, inclusion, connection and respect for all;
- the importance of building resilience through protective factors, which mitigate the negative influence of risk factors for children with adverse childhood experiences;
- the importance of viewing behaviour as communication and being conscious of the factors underpinning the behaviour. This enables us to respond to the feelings and emotions that drive the behaviour, recognising that not all behaviours are chosen;
- the importance of maintaining clear boundaries and expectations around behaviour. The school environment needs to be high in both nurture and structure, providing predictable routines, expectations and responses to behaviour, whilst ensuring children are safe and cared for;
- the importance of a 'joined up approach' to supporting needs; encouraging parent/carer engagement when trying to make sense of behaviour and implement effective support.

Unacceptable Behaviour

At Riverside, we consider any intentionally disruptive or aggressive actions to be unacceptable behaviour. These may include but are not limited to:

- verbal abuse/rudeness/unacceptable language;
- physical violence such as hitting, kicking, spitting or biting;
- sexually inappropriate behaviours including sexual harassment or sexual violence;
- peer-on-peer abuse, which may include bullying;
- discriminatory or hateful behaviour related to a person with a protected characteristic;
- refusal to co-operate with instructions or complete work;
- causing disruption to learning, or other sessions such as assemblies;
- deliberately upsetting or provoking others;
- damage, destruction or theft of resources, equipment or displays.

Unacceptable behaviour may also arise from a contravention of items in other policies, such as Safeguarding, Online Safety or School Uniform.

Each incident will be dealt with by applying the appropriate consequence(s), as judged by the adult(s) handling the issue. They will have regard to further documents such as the Safeguarding Policy (linked to current DfE 'Keeping Children Safe in Education' documentation), the Positive Handling Policy and the SEND/Inclusion Policy, as we acknowledge the school's legal duties under the Equality Act 2010, in respect of pupils with special educational needs and disabilities (SEND). Riverside supports a high proportion of children with SEND, many of whom present with challenging behaviour related to their needs. It is recognised that it may be necessary to adapt the approaches described in this policy to accommodate the needs of individuals. Some children may have an individual behaviour plan which details the approaches and strategies to be used, where these differ from the standard procedures described in this policy.

At all times, it is important that we praise or discourage the **behaviour** rather than the **child**. Staff will be involved in co-regulating behaviours, but will also support pupils to identify their own needs and to develop their ability to self-regulate and make positive changes.

In class

We expect that quality first teaching will ensure good behaviour through good classroom management and a variety of teaching methods and adapted approaches. At the beginning of each school year, teachers work with the children and support staff to write a set of rules for use in their own classrooms. These are then displayed for all to see.

Rewards:

All class teachers have access to Class Dojo, an online programme which allows staff to award points for positive behaviours linked to our Trust value words and having "Riverside Attitude", along with other areas based on the age and needs of the class. Teachers can plan rewards for their classes, to be given based on the total number of points earned by either individuals or the class as a whole. These can be immediate or built up over time, for example towards an end-of-term treat. Parents will be invited to log in to Class Dojo or download the app, which will enable them to see when their child receives points.

Children who have completed work to an exceptionally high standard or otherwise achieved something special should be sent to see the Head of School, who will reward the child personally and may send a postcard home in recognition. Weekly and termly achievement assemblies also allow individual successes to be celebrated with certificates and trophies.

Children with additional needs may have their own separate reward system, which will be personalised and designed to target specific issues.

Other ideas that may be used to promote and encourage positive behaviour:

- rewards for individuals or the whole class – golden time, earning privileges, 'Catch Me Cards', marbles in a jar, raffle tickets, stickers or stampers, certificates;

- careful seating arrangements designed to minimise difficulties arising from problematic relationships, including the use of individual workstations or screens where needed;
- praising children for working well and following rules, whilst ignoring negative behaviour if this is to gain attention (unless children are at risk from it);
- use of a common language: having “Riverside Attitude”, being “Ready to Learn”, controlling your “Red Beast”, showing “Good Listening” etc, and visual cues/signs to indicate these;
- the use of PSHE and ‘Circle Time’ to discuss behaviour-related topics including child-on-child abuse, homophobic or racist name calling, sexist behaviour or any other issues, either hypothetical or as a result of real situations;
- counselling sessions, therapeutic work, ELSA or FRIENDS groups and other interventions;
- working with parents/carers in devising ways to develop positive behaviour, such as the use of behaviour logs, sticker charts or ‘Golden Moments’ books passed between home and school.

Sanctions:

Although the preference is for encouraging good behaviour through the positive approaches discussed above, we recognise the need for there to be a consistent set of sanctions in place as well, to be applied when appropriate. It is important to avoid any responses that might make the child feel shame or ostracise them from their peers, as this can potentially lead to more negative behaviour. Sanctions will need to be adjusted to take account of individual circumstances and needs, but will generally take the following form:

Pupils who have behaved unacceptably will receive an initial warning and a reminder about the expectations. If a further warning is needed, a staff member will record the child’s name in the class behaviour book. Subsequent poor behaviour will result in time being lost from the child’s break or lunch time (whichever comes next following the behaviour). One further incident will mean 5 minutes lost from the next break or lunchtime. Further increments may be added if the poor behaviour continues, up to a maximum of 15 minutes lost. For children in Year R and some older children with additional needs, the sanction may take the form of a shorter ‘time out’ such as sitting on the ‘Thinking Chair’. At the teacher’s discretion, children may be able to earn time back by showing a significant improvement in their behaviour. Should there be further misbehaviour beyond this, the child will be exited to another classroom, escorted by an adult. They should remain in the exit class for 15 minutes, or until the end of the session – whichever is sooner. If the child refuses to exit and this causes more distress or greater risk to the other members of the class, then the rest of the class will be taken to another part of the school, whilst an adult remains with the child.

The above procedure may be overridden at the discretion of the teacher, should the seriousness of the behaviour warrant an immediate exit, or if there is a safety risk to the child or others. Each classroom will have a laminated red card available in an accessible part of the classroom with ‘Help needed in x class’. This can be taken by a responsible child to summon additional support from elsewhere in the school.

If a child has displayed significant unacceptable behaviour during the day, the teacher will inform the parent/carer, either in person at collection time, or by telephone. The Head of School may also speak to children whose behaviour has been unacceptable to this degree, and they may spend time sitting outside her office as an additional sanction. This time may be used to complete

any learning tasks that were not done in class. If necessary, children will be asked to face away from distractions in order to ensure that they are able to complete their work or reflect on their behaviour appropriately.

Following incidents of unacceptable behaviour, it is important that the child is given the opportunity to reflect on what happened; to acknowledge the harm caused and to be given the opportunity to apologise and repair relationships. In line with Trauma-Informed Practice, staff at Riverside understand that unacceptable behaviour can occur as a result of an unmet need or as a way of the child communicating that something is not right for them. We will always endeavour to unpick incidents of unacceptable behaviour to try to understand the root cause and to enable us to plan the types of support that may be needed for the child going forward.

Significant incidents of unacceptable behaviour are recorded on the CPOMS system and relevant staff are alerted. Senior Leaders monitor this system regularly and the appropriate action is taken if patterns are spotted or if a child is frequently displaying particularly challenging behaviour. In this instance, staff will consider what additional strategies and resources can be implemented. An appointment will be arranged for the parent/carer to meet with the Inclusion Manager or Head of School to discuss the next steps that need to be taken. This may include seeking advice from other professionals, such as the Educational Psychologist or the child health team. It may be necessary for an individual behaviour plan and/or risk assessment to be drawn up for the child. This should be available to and followed by all school staff, and will be reviewed on a regular basis. All plans will take account of the child's individual needs and circumstances and will be shared with parents/carers.

If a child is involved in repeated incidents of significantly challenging behaviour, putting themselves or others at risk of harm or preventing other children as well as themselves from learning, the Executive Headteacher may decide to notify a Fixed Period Exclusion (see Exclusions section below). This step may also be taken after an individual incident of an extremely serious nature.

Playtimes and lunchtimes

Staff on duty will ensure that all areas of the playground (including the field when in use) are supervised. They will teach the children the rules of outdoor games, model and encourage correct and safe ways of playing and promote good social interaction. Adults should also monitor any particularly vulnerable children, including those who are quieter and find large groups of noisy children a worry. There are quiet areas available for these children, and children with the relevant needs have use of the Rainbow Room at these times. Strategies for individuals with particular behavioural needs are shared with all staff to ensure a consistent approach. Dojo points can be awarded to children who are behaving well. Older children are encouraged to be role models for good behaviour and may also be trained as Play Leaders.

In the lunch hall, a traffic light system is used to monitor noise levels and there are reminders on display of the expected behaviours. Dojo points are given out to reward children who are behaving well.

Sanctions for play/lunch times include:

- the staff on duty speak to the child and explain why the behaviour isn't acceptable;
- staff on duty may ask the child to remain alongside them on the playground for period of time;
- alternatively, staff may give children a 'time out' by asking them to go inside for a short period;
- children may be required to miss time from break or lunch, either with their teacher or sitting outside the Head of School's office, in accordance with the seriousness of their behaviour. If an incident occurs at the end of the lunch break, children may miss time from their play on the following day;
- class teachers are informed of any incidents of unacceptable behaviour at the end of break or lunchtime, so that they can take any further action that may be required;
- staff use their initiative in deciding if an individual incident is serious enough for the SLT to be involved;
- names of children with repeated poor behaviour at playtimes should be passed on to the SLT. Additional approaches such as Passports to Play may be considered in these cases.

Nursery Children

Children in the Nursery who have behaved unacceptably will be spoken to by members of staff with whom they are familiar. They may have time out, eg. on the 'Thinking Chair', in their classroom and are expected to apologise where appropriate. No child at nursery age can be exited without being accompanied by an adult and an understanding of why they have been exited.

Ongoing issues with behaviour will be discussed with the parents/carers and a plan of action agreed. If behaviour is persistently poor, then a meeting will be held with parents, staff and the Head of School. The school has the right to review the time non-statutory age children can attend. Nursery staff will record observations of behaviour.

The school will endeavour to help families access support through external services in cases where behaviour is a significant issue for children below school age.

If a child runs away from an adult

The child **should not** be pursued at speed unless they (or others) are in immediate danger. Doors in the building should be shut down to ensure the child can remain safely in school. An adult should observe (from a distance if appropriate) and approach slowly as the child calms. If a child leaves the school premises without permission, he/she should be shadowed by an adult whilst the parents and police are notified. Implementing the Positive Handling policy will need to be considered if a child is at risk of harm.

Parent/carer responsibilities

At all times we expect that adults, older siblings and visitors on our school site will behave in an acceptable manner and be positive role models of behaviour for the children. Any adult or older sibling who behaves inappropriately risks being excluded from the school building and grounds. Verbal and physical aggression will not be tolerated and will be reported to the appropriate authorities.

We expect parents/carers to work together with the school to implement the behaviour policy, as stated in the Home School Agreement which is signed when their children are admitted to the school and on an annual basis thereafter. Children also sign their part (see Appendix 1).

Parents/carers should not attempt to resolve an issue between their child and someone else's child by speaking directly to them. If there is a problem, always speak directly to the child's class teacher who will try to resolve any issues. It is unacceptable to chastise other people's children on school premises and such behaviour may lead to a ban from the school site.

There may be incidents, which involve disagreements between pupils, where it is unclear which child is at fault. In these cases, both parties will need to accept the consequences of their behaviour.

In some instances, parents/carers may not be fully aware of the action taken by the school against negative behaviour because of the need to keep details confidential.

Should any parent/carer wish to discuss behaviour issues with their child's teacher, making an appointment is advised to ensure time for a thorough discussion. The Head of School operates an open door policy and is available should parents/carers wish to discuss behaviour issues with her.

Anti-Bullying

Bullying is unacceptable and will not be tolerated. Our ethos is one of inclusion and equality, with one of our Trust values being 'Respect', and bullying of any kind is regarded as serious. By promoting a non-bullying, positive ethos, we are helping both children and staff to feel safe. We are encouraging our children to behave well while they are at school, reducing the likelihood of them displaying anti-social behaviour or going on to misuse their power in adulthood.

Definition of bullying:

We define bullying as any behaviour by an individual or group, repeated over time, that intentionally causes harm to another individual or a group, either physically or emotionally. It links to the definition of child-on-child abuse in the DfE publication 'Keeping Children Safe in Education'.

Bullying can include:

- name calling, teasing or making derogatory or offensive comments about a person or their family – this may include racist, sexist or LGBTQ+-phobic comments
- threatening or intimidating
- physical assaults eg. hitting, kicking, hair pulling

- sexual harassment, assault or abuse
- taking, damaging or destruction of property
- social exclusion
- coercing a person to do things they don't want to do
- spreading hurtful rumours
- sending nasty or threatening electronic messages, including via social networking sites – often known as Cyberbullying (refer to the Online Safety appendix within the RMET Safeguarding policy).

It is important to recognise that one-off incidents of behaviours such as these, or those resulting from behavioural needs, do **not** amount to bullying. Bullying, as recognised in the definition above, involves deliberate and repeated incidents over time. These incidents may be varied and could involve any or all of the behaviours listed. Most bullying is not physical, and children identify emotional and social forms of bullying as the most hurtful. However, it is normal for children to fall out with friends at times, and it can be the case that they are upset with, anxious or scared of someone one day and back to being friends the next. Their perception of “bullying” can differ and therefore adults need to be aware of the distinction between what is bullying and what might be simply an argument or disagreement between children.

Impact of bullying:

Bullying can make the lives of victims a misery. It can seriously damage a person's confidence and happiness, and can impact on their relationships with family, peers and their community. In the short term, the impact on the victim can include feeling unhappy or scared, reluctance to be in the environment where the bullying takes place (leading to poor attendance), impact on self-esteem, and withdrawal from family or friends. If unchallenged, people who bully others are unlikely to stop. However, those who witness bullying often harbour the fear that if they challenge the behaviour, it could happen to them next.

If bullying continues, it can lead to serious and prolonged emotional damage to the victim. Whilst, as discussed above, we must be careful to establish that a reported situation does involve true 'bullying', we strive to always take allegations of bullying seriously and act appropriately to support the victim and address it.

Vulnerable groups:

Evidence suggests that some people are more likely to be bullied than others. While not an exhaustive list, particular groups who may be more likely to experience bullying include:

- people from a minority race, religion or culture
- those with special educational needs or disabilities (SEND)
- people with visible health conditions or whose appearance is considered different to the norm
- people (or family members of people) of a non-heterosexual orientation (homophobic, biphobic and transphobic bullying)
- young carers, looked-after children or those with other needs related to their home circumstances
- people of the minority gender in situations where one gender dominates (sexist bullying)
- people who are exceptionally intelligent
- those who do not have English as a first language
- individuals who are particularly shy or sensitive.

Bullying off the school premises:

The school is not directly responsible for resolving issues of bullying that occur off the school premises, although we will be sensitive to any effect it may have and will support parents/carers dealing with such issues where appropriate.

Strategies for dealing with bullying:

If an allegation of bullying is made, the school will:

- take it seriously
- act as quickly as possible to investigate the allegation and establish the facts, including ascertaining whether the allegation does constitute 'bullying' as defined in this policy
- record the allegation and the results of the investigation in writing
- inform the Head of School and other relevant staff
- provide support and reassurance to the victim(s)
- where there is sufficient evidence that bullying has occurred, identify appropriate sanctions for the bully (see below) and the need for any ongoing action to enable them to change their behaviour
- follow up through observations and discussions to ensure the bullying hasn't returned.

It will be made clear to the perpetrator what they have done, the impact of their actions and that this behaviour will not be tolerated. Anyone found to have engaged in bullying behaviour will be sanctioned in accordance with this policy. The sanction used will correlate to the seriousness of the incident and the perpetrator will be told why it is being used. They will be asked to redress their actions where possible, eg. in cases of Cyberbullying, by removing harmful or inappropriate content that has been published. If appropriate they may have their internet access suspended in school. The parents of anyone found to have bullied others will be contacted. If there is a group of people involved, they may be dealt with individually or as a whole group. The victim will be reassured and their family will be informed as to the actions the school has taken.

What schools should do:

- Promote an anti-bullying ethos. At Riverside, this is supported by our inclusive values, our focus on safeguarding and our comprehensive PSHE curriculum. We also take part every year in activities related to the national 'Anti-Bullying Week'. We provide activities for children which may include assemblies, visiting speakers and class workshops all focused on promoting respect, inclusivity and zero tolerance of bullying.
- Promote a nurturing environment where children feel supported and listened to, and know where they can go if they need to share a worry.
- Consult with children about their experiences of bullying in order to identify any particular areas of concern and take action to address these concerns. At Riverside we do this through discussions with our School Council and regular PSHE work and circle time in class, as well as annual pupil surveys.
- Ensure that information is provided about external assistance that is available. At Riverside we have posters around school displaying the contact details for organisations such as Childline and the NSPCC.

- Ensure that clear records are kept in response to all allegations of bullying. At Riverside we record incidents using the CPOMS system and keep a separate log of bullying incidents.

What children should do:

- Be mindful of their own behaviour, always aim to be kind and never engage in bullying of any sort.
- Tell someone if they witness bullying behaviour or feel bullied themselves.
- Refuse to join in, encourage or stand by and watch bullying behaviour of others.
- Work with their school, their parents/carers and other professionals to ensure bullying is prevented and that it is stopped when it does happen.

What parents and carers should do:

- Encourage their children to respect others, to contribute to the wider community, to be law-abiding, to have strong moral values and to treat others with compassion and kindness.
- Work co-operatively with the school and other services to ensure that all children are safe and happy.
- Be alert to signs of bullying and inform the school if they think bullying is taking place.
- Be particularly aware of and responsive to Cyberbullying, which can take place 24/7 in any location.
- Take responsibility for their own children's actions and also model good behaviour.
- Be familiar with and supportive of the school's anti-bullying and behaviour policies.
- Refrain from discussing bullying incidents outside the school where it can develop into 'playground gossip'. This includes discussion on social media.

It is the responsibility of everybody working with children to prevent, challenge and respond to bullying wherever it occurs. It is also expected that staff will model behaviour that is supportive and encouraging and no staff will exhibit bullying behaviour in their own working practice.

Exclusions

This policy should be read in conjunction with the statutory guidance from the DfE in the document 'Exclusion from Maintained Schools, Academies and pupil referral units in England', available here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

At Riverside Primary School, we take exclusion very seriously and we use it only as a last resort. This policy details the approaches that would be used to manage a child's behaviour prior to reaching the point where exclusion is considered necessary. When a pupil is excluded from school, the parent, the school and Medway Council have certain shared responsibilities and rights.

The decision to exclude

The Executive Headteacher is the only person who can take the decision to exclude a pupil from school. The decision will only be taken in response to serious offences and in liaison with the Head of School. In most cases when a pupil is excluded from school, there will have been earlier discussion between the school and parents concerning a pupil's behaviour. Interventions and support should be in place to address the child's behaviour and ensure that exclusions are not arising through unmet needs. When a pupil is excluded, the school must, by law, advise parents, school governors and the council. Parents have the right to know in detail the reasons for exclusion.

There are two types of exclusion: fixed period exclusion and permanent exclusion.

Fixed period exclusion

A pupil may be excluded for a fixed period of time, which may be for all or part of the school day(s). Schools may exclude pupils from school for the lunchtime period and if they do, must follow the same requirements as for the other fixed period exclusions. For the purposes of discipline committee meetings, a lunchtime exclusion counts as half a school day. A child may be excluded for up to 45 days in any one school year.

If a child is excluded for a fixed period, the school will inform the parents immediately, ideally by telephone, of the reason for exclusion and the date when the pupil should return to school. The school will also inform parents of their right to put their views to the Governing Board and should provide appropriate contact information. For the first five school days of an exclusion, parents are legally required to make sure their child is not present in a public place without reasonable justification. Parents may be fined or prosecuted if they fail to do so.

The school will endeavour to set and mark work for pupils during the first five school days of an exclusion; and to arrange alternative provision from the sixth day. There is an agreement between the schools in the Rainham Mark Education Trust that a child who has been excluded from one school may attend one of the other schools for the duration of the exclusion, if this is deemed appropriate. In this case, an adult from Riverside will accompany the child in the receiving school for the exclusion period.

Permanent exclusion

In response to the most serious matters, the Executive Headteacher may exclude a pupil permanently. Permanent exclusion means the pupil is not allowed to return to the school he or she is being excluded from. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If a pupil is permanently excluded, the school will notify parents immediately. The procedure following this decision is detailed in the DfE document above.

SEND

For both types of exclusion, the school needs to pay due regard to the SEND Code of Practice (DfE 2015).

If the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, we will work with parents and other professionals to consider what additional support or alternative placement may be required.

Policy updated July 2022

To be reviewed July 2023



Appendix 1: Riverside Primary School Home School Agreement

The School:

At Riverside Primary we will:

- provide a happy, safe and secure learning environment
- provide your child with a balanced and broad curriculum
- provide a high standard of teaching across the curriculum which enables children to achieve to the best of their ability, and reach their full potential
- prepare children for the next stage in life.
- keep you regularly informed of your child's progress and achievements
- make every effort to contact you promptly with any concerns we may have as and when they arise

Signed
Head of School

The Parents/Carers:

I/We will:

- ensure my/our child attends school regularly and on time
- support the school's behaviour and discipline policy
- ensure my/our child keeps the school rules, in particular with regard to safety issues, wearing jewellery and school uniform
- inform the school promptly of anything (both in and out of school) which may affect my/our child's behaviour or performance at school
- ensure that the school or pupils are not discussed on social media websites
- support and encourage my/our child in their home learning

Signed
Parent/Guardian

The Pupil:

I will:

- come to school every day on time
- always try to do my best
- keep the school rules and wear my school uniform with pride
- be polite and respectful towards others
- look after our school and other people's belongings
- work and play safely

Signed
Pupil

Pupil's name.....

This Home School Agreement will be discussed at the start of each academic year