



REGENT PRIMARY SCHOOL

Behaviour Policy

Reviewed by Abiola Kudumi: August 2022

Previous Review: August 2020

Approved by the Board:

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

The school's behaviour policy applies to all pupils when they are on school premises or in the care of the school, or wearing school uniform, or otherwise representing the school.

The rights and responsibilities of the school, pupils and parents at The Regent School are included in our Home School Agreement.

Policy Statement

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education.

At TRPS we believe that the qualities enshrined in our school charter (below) together with teaching, which engages and excites children, creates a school where learning behaviour is excellent and children develop good inter- personal skills that enable them to regulate their own behaviour in and around the school.

We expect all adults who work with children to support the behavior policy and to model positive behaviour between themselves and with children. We work in partnership with parents and carers to promote positive behaviour and problem solve when necessary.

The high expectations of behaviour in our school allow children to contribute to their learning experience and flourish in a proactive way whether in school, on educational visits or visiting places whilst representing the school.

Guidance:

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and the board. Individual members of these groups play different roles and have different rights and responsibilities.

The role of pupils

- discuss the school code and class rules within their class
- understand the consequences of breaking the school rules
- vote for members of their class to represent them on School Council

What about pupils with Additional Learning Needs?

Parents should be aware that individual arrangements will be made to manage the behaviour of pupils with particular needs which may differ slightly from this whole school approach. Pupils with Individual Behaviour Plans will have specific behavioural targets that require special arrangements and these will always be agreed with the Additional Learning Needs Coordinator in consultation with parents and class teachers. Such arrangements will always be communicated to staff to ensure a consistent approach.

Break and Lunchtime Behaviour

We expect high standards of behaviour at all times of the school day.

The Role of the Class Adults

The behaviour of the children in your class is your responsibility. Engaging lessons and a sense of fun will lead to fewer incidents of bad behaviour. If you put children in a situation where you know they will fail do not be surprised when they kick off. In that situation, their behaviour is because of your actions. Get to know your children and manage them accordingly.

ANY STAFF member at The Regent School does not allow corporal Punishment i.e. physical, mental and verbal. Any staff member in contravention of this rule will face disciplinary action or dismissal.

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- inform parents about expected behaviour and seeking their support

- avoid use of confrontational language
- use proximal praise to reinforce expectations
- Treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
- The class teacher should ensure that parents are aware of repeated low-level negative behaviour such as calling out or disrupting the class.
- organise the classroom in a way that encourages successful learning by giving attention to:
 1. space for working and movement
 2. seating arrangements
 3. access to materials and equipment
 4. noise levels
 5. routines
- plan activities appropriate to the ability, maturity and special educational needs of the children
- be aware of safety issues when planning activities
- establish procedures for giving directions about tasks

Non Academic Staff

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards and relevant and proportionate when sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- being aware of procedures for giving directions about tasks and reinforcing them
- reassuring, re-focusing and reaffirming tasks set for children
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

The role of Parents and Carers:

- The school works collaboratively with parents at all times to ensure that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus and on our school website, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the

school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If they are still concerned, they should take it up with their child's HOD and or Senior teacher.
- If the concern remains, they should contact the Headmaster.
- We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare.
- inform the school of any medical or social circumstance that might affect the behaviour of their child
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- inform the school of any concerns about their own child's behaviour
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- respect the staff of the school and valuing their professional opinions
- promote positive attitudes towards school
- provide a good example of behavior

The Role of the Headmaster

The headmaster has the overall responsibility for setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness.

The role of the Board

Responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The board supports the Head Teacher in carrying out these guidelines

- the head teacher has the day to day authority to implement the school behaviour policy, but the board may give advice about particular disciplinary issues
- be involved in the development of the policy in accordance with the stated aims of the school
- be informed about the successes of the policy in maintaining high standards of behaviour
- ensure that the school has a behaviour and discipline policy
- support staff in implementing the policy
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- report on the effectiveness of the policy to parents

- provide opportunities for dialogue with children, staff and parents

At The Regent School, we expect the highest possible standards of behaviour from all children and adults.

In order to achieve this, we have a School Charter.

The Charter is designed to be relevant and understood by pupils from EYFS to Year 6 and sets out the attitudes and values that we believe underpin the ethos of our school.

The School Charter

To establish a caring community, whose attitudes and values are built on mutual trust and respect for all.

To ensure that every member of the school community feels valued and respected and that each person is treated fairly and well.

To promote an effective learning environment where everyone feels happy, safe, and secure

The Charter will form the basis for the Behaviour Policy, the key aims of which are as follows:

We want all of our children to become successful learners or "SMART learners"; SMART being an acronym that all children can quickly grasp and that reminds them of our expectations.

Each of the five aspects of the charter is explained in straightforward terms of what we do and don't do at The Regent Primary School.






The five aspects of the charter are displayed in each classroom and other shared areas around the school and ensure a consistent approach throughout the school.

The shifting of responsibility to the individual to make appropriate choices is one that should have long term benefits for the school as children grow with this approach.

This is an approach that is more about "catching them being good" and rewarding positive behaviour rather than focusing on the poor and disruptive behaviour of individuals.

Often those children who regularly work hard and stick to the rules are missed out. This system rewards the positive behaviour of everyone and should encourage those who have a tendency to disrupt or misbehave to make more positive choices.

The SMART Charter

SMART Learners are:		Dojo symbol	Personal goals link
Sensitive	Kind, gentle, helpful and works well in a team We don't hurt people or their feelings		Cooperation
Motivated	Hard workers who think carefully about their work and always try their best We don't waste time or give up		Thoughtfulness Communication
Attentive	We listen and don't interrupt Good listeners who concentrate and think deeply		Enquiry
Responsible	We don't damage or waste things Careful with property, people and nature		Respect Adaptability
Truthful	We make good choices Honest		Moral

SMART

The simplest and one of the most effective forms of reward is verbal praise. Regular verbal praise and affirmation is vital in rewarding achievements and raising self-esteem among pupils. We should aim to ensure that verbal praise strongly outweighs reminders, warnings and other consequences or sanctions.

Pupils should understand that rewards are available when they choose to follow the charter and consequences when they choose not to.

By giving and emphasising these choices, the aim is developing a greater independence and the taking of personal responsibility for actions.

Reward and Achievement system -SMART Points recorded through Class Dojo.

- The policy includes the use of **SMART** Points.
- These **SMART** points are awarded for good behaviour, politeness, caring for others, good work, extra effort etc. and are collected through Class Dojo.
- Pupils work towards three distinct targets, 50 SMART Points which is the “bronze” award, 100, the silver” and 200, the “gold”.
- A certificate will be awarded as each target is achieved and parents will be contacted to share in their success

As adults in the school we all have the responsibility to model excellent, professional behaviour at all times. In class we often ‘get the behaviour we expect’. Teachers and Teaching Assistants are responsible for the behaviour of children in their class or group. If you shout, the children will shout – so DON” T!

We have to get the ideas off the wall and into the heads and hearts of all members of the school community. The children should be encouraged to uphold the charter and can be rewarded for doing so in a variety of ways.

Managing Poor Behaviour

Behaviour	Consequence
Level 1 First behaviour incident. Minor incidents such as not listening when required, wasting time, not trying. If there is a repeat of the behavior.	When this happens a verbal warning and charter reminder is given by an adult. For most children this is all that is ever required. If a warning is given, we always then look for the first opportunity to praise the child concerned. The child is moved away from the group for a short period of time appropriate for the child.
Level 2 Inappropriate behaviour continues	When this happens, it results in a loss of free time (Break) The pupil is given time to reflect on their behaviour. At break time they will sit on a bench under the shade. When this happens a teacher MAY contact parents to discuss the situation. Behaviour recorded on Scholarpack Conduct log.
Level 3 The behaviour continues or a behaviour that requires a more severe consequence	When this happens, pupils are “Timed out” to the HOD’s class. The time out is carried out appropriately according to the age of the pupil concerned. This may result in a pupil taking work to be completed whilst in another class or to be completed at break or lunch times. Pupils may also lose other free time. When this happens, the teacher WILL inform parents and record it on Scholarpack Conduct log.

<p>Level 4</p> <p>Certain behaviour require pupils to be automatically removed from the class or playground. This includes severe physical or verbal abuse to another pupil or adult. Persistent temper tantrums or persistent low-level disruption or serious bullying incidents and non-accidental damage to or theft of property/equipment that affects the learning of others.</p> <p>Self– abuse.</p> <p>Such behaviour MAY result in the pupil being excluded either internally or externally for a fixed term period.</p>	<p>When any of these behaviours occur, the Headmaster will be involved in managing the incident.</p> <p>Parents will be informed immediately and a meeting convened to discuss the way forward. This will be recorded on Scholarpack Conduct log.</p>
<p>Level 5</p> <p>If any of the behaviour described in Level 4 happen for a second time or the pupil is deemed to be seriously disrupting the learning of others, or if the pupil is deemed to be putting themselves or others at risk, or if the school deems that the pupil's behavioural needs cannot be met or managed.</p>	<p>The school reserves the right to withdraw the offer of a school place at The Regent School. If the pupil has attended for fewer than 6 weeks of a term; that term's and any subsequent term's school fees already paid will be returned in full minus the seat reservation fee and book fee.</p> <p>The Headmaster in close liaison with the Proprietress will make the final decision.</p>

Fixed- term and permanent exclusions

Only the Headmaster has the power to exclude a pupil from school. The headmaster may exclude a pupil permanently following advice from the proprietress. If the headmaster excludes a pupil, the parents are informed immediately, giving reasons for the exclusion.

The school keeps a variety of records of incidents of mis-behaviour. The class teacher records serious/persistent in the Scholarpack Conduct log. The HOD records those incidents where a child is sent to him/her on account of bad behaviour in the same way.

We also keep a record of any incident that occur at break or lunchtimes on Scholarpack Conduct log.

The Headmaster keeps a record of any pupil who is temporarily or permanently excluded.

Codes of Conduct

In the classroom

- At the beginning of each year teachers will introduce and discuss the Smart Charter.
- The Smart Charter will be displayed prominently in the classroom and reference made to it when necessary.
- Children who respect the Charter will be praised and rewarded with SMART Points.

- Sanctions will be applied to those who consistently disregard the ground rules, to ensure they accept responsibility for their own behaviour.

On the playground

A School Council will be elected at the start of each year. It will include 2 representatives from Y1 - Y6.

One of the main functions of this council will be to work with the adults in charge to draw up a code of conduct for the playground and to review and revise it as necessary.

- Children will be expected to remain within the given boundaries for their own safety.
- Children will be expected to co-operate with the staff on duty to ensure that everyone is able to enjoy a happy, safe play-time.
- Anti-social behaviour will be discouraged.
- Sanctions will be applied to children whose behaviour is unacceptable.
- Persistent unacceptable behaviour may result in a child being withdrawn from the playground.

Home School Partnership

- The school places considerable value and emphasis on working with parents to support their child's learning and development.
- The Home-School agreement sets out the responsibilities of parents, pupils and School and signifies a commitment to supporting the child's learning. We send these home in September to be completed and signed by parents and children (from Reception to Y6).
- The school provides pastoral support for individual children who have specific needs. These could be due to family upheaval, bereavement or bullying for example.
- We ask parents to keep us informed of circumstances which may cause pupils to be upset or which may have an impact on their performance in school. We respect requests for confidentiality.
- Class Teachers undertake a pastoral role for identified pupils.

Unacceptable behaviour at The Regent Primary School

Poor behaviour is extremely rare at The Regent Primary School, however we divide any unacceptable behaviour into three broad bands:

1. **Level One:** misbehaviour that can be effectively managed within a classroom environment by the class teacher.
2. **Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. The class teacher may involve parents, other staff may be involved: informal involvement of the HOD.
3. **Level Three:** very serious misbehaviour or persistent Level Two behaviour. Formal involvement of the HOD, the Headmaster and parents.

All misbehaviour that results in formal sanctions imposed by a teacher (e.g. loss of break time) will result in parents being informed on every occasion.

Stages of Behaviour Modification

- When learning is being affected by unacceptable behaviour, the school will aim to meet pupil's needs. This will involve parents and other adults, as appropriate, in helping a child to modify his or her unacceptable behaviour.
- Class teachers keep all records in the Conduct log in Scholarpack.
- The HOD will maintain an overview of behavioural concerns throughout their department and keep appropriate records of her involvement.

At Stage 1

A child's behaviour is regularly causing concern.

The class teacher;

- Tries a range of strategies.
- May discuss strategies with other colleagues including their Head of Department, Additional needs Coordinator and Senior Teacher Pastoral Lead.
- May discuss concerns with parents.
- Begins to keep a record of concerns or incidents.

A-What led up to the incident and who was involved at this stage?

B-What this resulted in?

C-What the outcome was/how the incident was dealt with?

At Stage 2

Concerns continue or a serious incident occurs.

- The class teacher informs the SEND Manager and Senior Teacher Pastoral Lead.
- The SEND Manager supports pupil and class teacher
- Parents are informed and meet with the class teacher
- Records are kept by the class teacher; copies are sent to the SEND Manager.
- An individual behaviour plan is written; targets are set and reviewed.

At Stage 3

- A child's behaviour is causing increasing concern, failing to respond to strategies employed at stage 2 and requiring considerable intervention.
- The Senior Teacher Pastoral Lead is formally involved, incidents are recorded by the class teacher (ABC see above)
- External agencies may be involved e.g., Educational Psychologists.
- Regular meetings and reviews are held.
- Pastoral Support Programme is written.
- Pupil may be excluded from school.

Permanent exclusion:

A child is permanently excluded from the school. This decision would only be made if all attempts to correct the child's behaviour have been unsuccessful.

This decision is taken by the Headmaster in close liaison with the Proprietress

Dealing with playground incidents

Teachers on duty are responsible for the behaviour of children from the moment they leave their classrooms until the signal goes for the end of break.

The behaviour of children after the end of break signal is the responsibility of the class adults. It is essential that class adults are available in plenty of time at the end of each break.

Teachers on duty report incidents to class adults as appropriate.

Serious incidents

Fighting, persistent swearing, vandalism, theft, bullying, and behaviour resulting in injury are recorded on the Conduct Log in Scholarpack and the Class teacher and HOD informed.

Staff dealing with a serious incident can send for assistance from another member of staff.

Cases of serious incidents are fully investigated and appropriate action taken.

Injuries are checked by the School Nurse, details recorded in the accident book and the child is monitored.

Parents are informed by the HOD and asked to come into school to discuss the behavior of their child.

A serious incident may result in a pupil being excluded from school.