



Positive Behaviour Policy

Revised May 2019

Aims

We aim to provide a safe, stimulating and welcoming school with a calm, caring and well-ordered atmosphere within a framework of mutual respect. Our mission statement reflects this aim:

At Rokesly, Every child Matters in Every Way

In order to achieve this, all staff must take responsibility for maintaining good behaviour throughout the school and model the types of behaviour set out in the policy.

The behaviour policy of Rokesly Infant School emphasises four main aims:

- It is expected that all members of the school community will behave towards each other with mutual respect, consideration and tolerance.
- All members of the school community will encourage children to develop safe behaviour in and around school
- We will promote respect for property and the environment
- We expect all members of the school community to model and encourage safe and respectful behaviour in and around school

Rokesly School Rules

We expect children to be responsible for their own learning behaviour, to know the school rules and follow them.

The school rules are:

1. We stop, look and listen to each other.
2. We are quiet and calm in class and around the school
3. We always have kind words to others and try not to hurt their feelings
4. We always have kind hands and feet
5. We work and play safely
6. We take care of all the things in our school
7. We always try our best

Rewards and consequences

Children are rewarded for positive behaviour in the following ways:

- Praise
- Share with buddy class
- Stickers
- Tell parents/carers
- Certificates
- Go and see the head/deputy head teacher
- Certificate in Achievement assembly
- School 'smiley face' trophy linked to behaviour around school, in corridors and at lunchtime
- Class treats linked to class reward systems
- 'Thumbs up' tokens and class award for fair play and sporting achievement
- Lunchtime award stickers given by School Meals Supervisory Assistants (SMSAs)

When children do not follow the school rules the consequences are:

- Warning (verbal)
- Time out either within the class or in playground at play/lunch time

- Time out in another classroom
- Sent to Head/Senior Leadership Team (SLT)
- Parents notified verbally
- Persistent behaviour will be noted and where no improvement occurs, parents will be invited to meet and discuss additional strategies to improve behaviour

Playtimes and lunchtimes

At playtime and lunchtime we expect children to:

- Play together safely.
- Look after the playground equipment.
- Allow others to get on with their own games
- Stop and stand still when the bell rings
- Walk sensibly to their line and classroom
- Always tell an adult if they feel frightened, sad or angry
- Have respect for SMSAs as the adults in charge during lunchtime

Unacceptable Behaviour

Whilst we think it is very important to support and reward the positive, we believe we must also spell out very clearly what is totally unacceptable. The following unacceptable behaviour will result in more immediate action and will always be reported to parents.

We will not accept:

- Physical violence to another person
- Threatening behaviour including verbal bullying
- Racist/sexist behaviour/negative attitude to disability
- Bullying
- Swearing/offensive language
- Cyber bullying

Bullying

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We define bullying as 'deliberate and persistent intimidation of another person'.

See Rokesly Infant and Nursery [Anti-Bullying policy](#) for full details.

We would add that cyber bullying will also not be tolerated, for example, sending messages that are unkind via the internet or on mobile phones. (See Acceptable Use Policy)

Procedure for dealing with persistent unacceptable behaviour and incidents of bullying

- Incidents will be recorded
- All incidents will be investigated in a thorough fair way
- Children and parents/carers should report all incidents to the class teacher
- We will ensure the victim is supported
- Head teacher/Senior staff member will always be informed
- Class teacher will discuss the incident with the class if appropriate
- We will always inform parents/carers if their children are involved
- If there are further incidents we will expect parents/carers to be involved in discussions about additional strategies to support improvement
- If unacceptable behaviour persists school may take the decision to recommend to parents/carers that their child be put on the special needs register to receive focused individual behaviour targets

- In the event of there being no improvement after all these processes a child could be formally excluded from school for a set period.

Sanctions and exclusions

In order to discourage children from behaving badly we believe it is important to teach positive behaviours. If a child misbehaves staff should ask him/her to stop the behaviour and should discuss the incident involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions. Children also need to know there is a consequence to inappropriate behaviour. In the following tables we have listed inappropriate behaviours and a range of consequences which **may** be used, as deemed necessary. **This list is not exhaustive and gives staff framework for appropriate responses to unacceptable behaviour. Incidents are dealt with on an individual basis.**

Behaviours and possible appropriate sanctions

Low level	Moderate level	Serious level
Fidgeting/ fiddling Telling tales Being noisy Failing to keep on task e.g. walking around the classroom when should be working Unkind remarks towards others or their family Bad language (one off) Interfering with other children's property Telling lies Being rude Running in corridors Pushing in line Borrowing without permission Leaving their work area untidy.	Consistently shouting out Consistently poor effort Distracting others Leaving the class without permission Deliberately hurting others Fighting Disregarding adults/not following an adult's instructions Stealing Spitting Threatening/aggressive behaviour Swearing/bad/rude language Refusal to co-operate Vandalism-graffiti etc. Outside of school - bringing the school into disrepute e.g. poor behaviour on trip	Serious physical/verbal threats made to staff or children Violent outbursts, verbal or physical to either pupils or adults Serious assault Throwing/kicking furniture or equipment Vandalism e.g. extreme damage to school property Carrying an offensive weapon Carrying or using drugs Leaving school without permission Sexualised behaviour or language Racist abuse/incidents Bullying (including cyber bullying)
Incidents are usually dealt with in class. Children will be given a warning and possible time-out Verbal check Warning Withdrawing attention Repeat of activity Time out within class Miss out on an activity Write a letter of apology Related sanction e.g. complete work, clean up mess etc. Take unfinished work home to complete Any persistence of low level behaviours would move into moderate level	Repeated incidents of any moderate behaviours – the SLT/Head teacher informed Parents may be informed Time deducted from own time (playtime lunch) Time out in another class Extra work Reflect and write Contact with parents Informal parents phone call or meeting Loss of privileges (miss class trip or event, club attendance) Referred to SLT	Head teacher informed Parents informed Incidents recorded Involvement of parents Involve Inclusion manager Weekly behaviour chart Involve outside agency to access support Lunchtime exclusion Internal exclusion Modified timetable Fixed term exclusion Permanent exclusion

This policy is reviewed annually