

ROWDOWN PRIMARY SCHOOL



BEHAVIOUR POLICY

Date edited: January 2023

Next review date: January 2024

At Rowdown we believe that an orderly, caring and happy community allows children to thrive and to achieve their potential. This is best achieved within the framework of a relaxed, pleasant atmosphere where everyone is respected and the children feel comfortable to express their opinions, thoughts and feelings in an appropriate manner, and work as part of the school team.

Whilst acting as members of the school, including their journeys to and from school and on school visits, pupils are expected to adhere to the school values and to this behaviour policy.

Safeguarding our children is the highest of our priorities. All staff receive regular safeguarding training and updates in line with the Keeping Children Safe in Education document. (KCSIE) document September 2022.

Aims

It is the responsibility of all within the school to uphold the school values. Children learn through example and all adults within the school should be a positive role model.

We believe it is important for children to have:

- ❖ A positive attitude to learning
- ❖ A sense of self-discipline
- ❖ An understanding to treat others as they would want to be treated
- ❖ A knowledge that all actions have consequences, which can be positive or negative An acceptance of responsibility for their own actions
- ❖ Kindness, courtesy, respect and consideration towards others in their actions and verbal responses
- ❖ A respect for property and the school environment
- ❖ An acceptance of responsibility when representing the school in the local community, in and out of school event/competition and when on school visits.

Expectations are discussed and reinforced at the beginning of the school year and whenever felt necessary. They are also shared with parents and carers.

High behaviour expectations will be discussed in PSHE and Dot Com lessons as well as school assemblies. These provide opportunities to highlight our key values and to use stories as well as historical or well-known figures from all backgrounds to model our school aims.

There is a reciprocal responsibility for staff to behave in a supportive, non-confrontational manner towards pupils in order to help them achieve their full potential. Staff are expected to consistently challenge the behaviour of pupils who act inappropriately.

As a school we are consistent in the language we use when discussing or dealing with incidents of behaviour, which links to our school values and Zones of Regulation. (see appendix)

Recognising good behaviour

Rowdown children are constantly striving to achieve their best in all that they do. It is therefore important for children to feel that their efforts and achievements are recognised and praised. This will be reflected verbally, in the marking of their work, through use of class and school rewards, school displays and informing parents of their child's achievements.

Each child is allocated a house when they start school and will earn house points. House point winners are celebrated weekly in our celebration assembly and rewarded with extra playtime. Termly house winners are rewarded with an extra treat, this could include a park trip, mufti day etc.

Where a child has worked particularly hard on a piece of work or with improving an aspect of their behaviour, they may be sent to other teachers or members of the Senior Leadership Team for extra praise and rewards.

Children from Reception (summer term) to year 6 attend celebrations assemblies once a week. Children are rewarded with certificates for good work/behaviour and stickers for upholding our school values. Lunchtime supervisors also nominate one playground champion per year group and these are celebrated during the assembly as well. Playground champions receive extra playtime along with the house point winners. Parents are informed via our newsletter if their children have been celebrated.

Unacceptable behaviour

On occasions children may behave in a way that is not appropriate. It is important that children are listened to and allowed to explain their actions. Children need to be spoken to about their behaviour, so that they may realise why their behaviour is wrong, how it has impacted on others and what an acceptable response/action would have been.

Each incident needs to be thought of in isolation, so that poor behaviour in one session is not held against the child later on. If a child feels they will be in trouble all day, there is no incentive to improve their behaviour. However, if they know that they can 'start again' they will have the opportunity to improve their behaviour.

In order to deal with incidents of inappropriate behaviour in a consistent way, all staff follow our behaviour ladder. (see appendix 2)

Use of sanctions

Sanctions are needed to respond to inappropriate behaviour. When sanctions are used, they should be fair and consistently applied, and appropriate to the seriousness of the incident. Punishment of whole groups should be considered carefully as it can often be seen as unfair and should not be a frequent occurrence. Physical threat or intimidation cannot be supported in school under any circumstances.

Great care should be taken over any physical contact with children as there is always a danger of misinterpretation or distortion of an incident. There may be exceptional circumstances where physical contact is needed i.e., preventing a child from harming themselves/another pupil or adult, preventing a child from damaging school property or committing an offence. In these situations, always seek the support/presence of another adult where possible and the safety of pupils must always be the main priority.

It is important that parents are made aware at an early stage of work or behaviour problems, and every effort should be made to involve parents in a combined effort to overcome such problems.

Acceptable sanctions by staff for minor behaviour incidents include:

- ❖ Verbal reprimand
- ❖ Change of seat/isolate in classroom
- ❖ Loss of break, lunchtime play or other privilege
- ❖ Working away from the class in another teacher's room
- ❖ In the playground, if a child's behaviour is unacceptable, they may be given time out and taken to a member of the SLT to discuss what has happened.

Sanctions for more serious offences

Where a child has persistent misbehaviour or has been involved in a serious incident, they should be referred to a member of the Senior Leadership Team immediately.

Serious incidents include:

- ❖ An unprovoked attack on another child and/or a member of staff
- ❖ Criminal damage to personal and/or school property
- ❖ Defiant or continued refusal to obey a reasonable instruction
- ❖ Bringing unacceptable/dangerous objects into school
- ❖ Racist/homophobic abuse
- ❖ Bullying

This may lead to the child:

- Having to report regularly to a member of the Senior Leadership Team
- Being excluded from play or lunch times for an extended time period
- Being excluded from activities - trips, residential visits etc

Racist/Homophobic/Sexual Harassment incidents/Child on Child abuse

Any behaviour which infers racism, either verbal or physical, must be dealt with immediately and referred to the Head/ Deputy headteacher who will note the incident in the Racist Incident Log and contact parents.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of Child-on-Child abuse within our school and beyond. Our school recognises that children are vulnerable too and capable of abusing their peers. We take such abuse seriously. This includes verbal as well as physical abuse. Child-on-Child abuse will not be tolerated or passed off as part of “banter” or “growing up” and we understand that non-recognition/downplaying the scale and scope of it will lead to a culture that normalises abuse.

We recognise that Child-on-Child abuse can manifest itself in many ways including bullying and cyber bullying.

In cases where Child-on-Child abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. There may also be a need to reference other policies in school such as the anti-bullying and safeguarding policies.

Suspension and Exclusion

The Head alone is able to exclude pupils. This will be done for a fixed period of days or lunchtimes. A re-integration meeting with parents is always necessary on the pupils return to school.

In exceptional circumstances, the decision to permanently exclude a pupil might have to be taken after all other actions/support are unsuccessful.

All exclusions are reported to the governors.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. We will respond appropriately, and prioritise communicating with parents, to non-criminal poor behaviour and bullying which occurs off the school site or online which is witnessed by a staff member or reported to the school.

Examples of conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Suspected criminal behaviour

When a member of staff or the headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

All investigations will be fully documented.

If the school decides to report the incident to the police, we will ensure our actions do not interfere with any police action taken. However, we retain the discretion to impose our own sanctions so long as these do not conflict in any way with police action.

When reporting any incident to the police, it will often be appropriate to make a report to local children's social care. As set out in Keeping children safe in education (KCSIE), the designated safeguarding lead (or deputy) will take the lead in this.

Behaviour and SEN

Rowdown is an inclusive school and our expectations for high standards of behaviour apply to all members of the school community. We recognise that some of our children, particularly those with identified Special Educational Needs, may need additional support to achieve this, and, as part of our inclusive ethos, procedures are in place to support these pupils.

Creating a positive and calm environment benefits all, particularly pupils with SEND. It is also possible to anticipate particular triggers for some pupils with SEND, and we have in place support to manage these.

Some examples are:

- Short, planned movement breaks for children
- Adjusting seating arrangements
- Use of visuals
- Support from mentor/SENCO
- Adjusting uniform requirements in some cases for pupils with sensory needs
- Specific training for staff to further support pupils
- Support on school trips
- Working with parents and carers

When there is a misbehaviour incident involving a pupil with SEND, we will carefully consider whether the pupil understood their misbehaviour, if their SEND has contributed to the incident, and whether it is appropriate to sanction the pupil in anyway, or in line with our Policy sanctions.

If the need for a sanction is agreed, we will consider what support to offer the pupil following this.

Staff Induction:

All staff are expected to adhere to the school rules of behaviour. Part of staff induction is to talk through our expectations of behaviour and to share the behaviour policy.

This policy will be reviewed every year, or earlier if necessary.

Appendix One

Zones of Regulation:

Leah Kuypers created The Zones of Regulation in 2011. She and her team provide training and resources for schools and individuals looking to use the Zones Framework with children. This guide is an overview for parents. It covers a brief explanation of what the Zones of Regulation are, how they're taught to children, and how you can begin using the concepts at home.

The basic skills taught during The Zones of Regulation:

- Identifying your emotions by categorising feelings into four zones
- Self-regulation: Being able to calm yourself down, comfort yourself or motivate yourself.
- Identifying triggers: Learning what makes you angry, sad or happy.
- Coping strategies: Resources and exercises that help us move from one colour to another.

The Zone Colours

The Zones of Regulation uses four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs, and thinking patterns. They learn different strategies to help them cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

The Green Zone

The green zone is used to describe when you're in a calm state of alertness.

Being in the green zone means you are calm, focused, happy, or ready to learn. This is predominantly the state you want your child to be in.

It's also the state most needed in the classroom in order to learn.

The Yellow Zone

The yellow zone describes when you have a heightened sense of alertness. This isn't always a bad thing, and you still have some control of your actions when you're in the yellow zone.

Being in the yellow means you may feel frustrated, anxious or nervous. But, it could also mean you're feeling excited, silly, or hyper – which is okay in the right situations.

The Red Zone

The red zone describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer able to control their emotions or reactions.

This is the zone kids are in during meltdowns.

Being in the red zone means you're feeling anger, rage, terror, or complete devastation and feel out of control.

The Blue Zone

The blue zone, on the other hand, is used when a person is feeling low states of alertness or arousal.

When you're in the blue zone you may be feeling down – sad, sick, tired, or bored.

You're still in control, as you are in the yellow zone, but with low energy emotions.

It is important that children understand that none of the zones are 'bad', They are all natural experiences. The aim is for a child to recognise they are in the red zone, understand how to move themselves out and then remember what triggered the red zone to be able to be prepared or avoid it in the future.

Teaching Kids to Identifying Zones

The first step is teaching your child the four zones and which emotions fall into each zone. It's necessary that your child is able to accurately identify which emotions belong in which zone. At school we have achieved this by playing matching games, watching videos and talking about feelings.



The Importance of Recognising Emotions: It's so important for children to learn how to recognise their own emotions and this is something children really struggle with, especially if they have communication difficulties with language or autism.

Think about this:

Let's say your child recognises they're angry because whenever they get mad, their heart races. So – they feel their heart race and the result is an angry outburst. **Red zone.**

BUT – Fear ALSO causes our heart to race. If your child isn't able to recognise that their heart races when they're both afraid and angry then they'll react angrily when in fact they are actually scared. The result is they won't understand what's happening or how to regulate that emotion.

The Zones of Regulation can help teach children all of the physical sensations they feel in response to different emotions. When kids fully understand what they're feeling, they can make sense of, and regulate their emotions much better.

Identifying triggers

A child's ability to self-regulate changes throughout the day. Children may find themselves in any one or more of the four Zones as they encounter different people, different situations, and different challenges. Triggers are things or thoughts that move a person out of the Green Zone into the Yellow and Red Zones. When our children are able to identify their triggers, they become more aware of their emotions and are better able to prepare themselves for what is to come.

Included in this pack is an example of how you can track and identify triggers.

Getting Back to The Green Zone

Along with being able to identify the zones, and know what zone they're in, your child also needs to know strategies to help them get back to the green zone.

Practising strategies while your child is in the green zone will help them learn the best ways to get back there during times when they're feeling stressed, frustrated, sad, etc.

Included in this pack are a selection of activities and resources that can help your child develop their own toolkit for regulating their emotions.

Next Steps












Using Zones of Regulation in your home is a powerful form of communication for children of all ages and levels of need.

You could:

- Use the language in conversations e.g. 'I am in the green zone because I had a good day at work. What kind of a day did you have?'
- Create a toolkit that is available for your child when they need help moving to the green zone (it is important the child recognises these are tools and not toys).
- Create a **'check in'** zone in your home to start a conversation.
- For further reading or any questions please contact your child's class teacher

Appendix 2

Rowdown Behaviour Ladder

Process		Sanction	Contact	Recording
Verbal Warning 				
Move seats within class 		Name written on board		
Sent to class next door 		15 minute time out. Apology given to relevant adults and children	Parents spoken to by class teacher.	
Sent to AHT 		Remainder of lesson spent with AHT. Apology given to relevant adults and children	Parents spoken to by class teacher.	Incident logged on Cpoms by class teacher. Any action logged by AHT
Sent to DHT 		DHT to decide sanction. Possible internal exclusion for half/whole day	Parents spoken to by DHT.	Incident/action logged on Cpoms by DHT.
Sent to HT 		HT to decide on sanction. Possible internal/external exclusion	Parents contacted by HT	Incident/action logged on Cpoms by HT.

