



Rosendale Primary School and Children's Centre

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BEHAVIOUR POLICY

A statement of Rosendale Primary School's policy on behaviour. A supplementary policy on anti-bullying is appended.

This policy should be read in conjunction with the school's policy on Positive Handling.

Last reviewed: November 2018

Next review: November 2019

SLT owner: Headteacher

Distribution: Staff and governors

1. Our Values Statement

1.1 At Rosendale Primary School we believe that setting high standards for behaviour is an integral part of having positive attitudes to learning and raising attainment. We also believe that good manners, good behaviour, respect and thoughtfulness are important qualities for all our children to develop throughout their lifetime. We believe that we have a duty to help the pupils at Rosendale Primary School to nurture these qualities and values during their time with us.

1.2 We also believe that an appropriately structured and creative curriculum and excellent standards of teaching and learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

1.3 As adults throughout the school, we will model co-operative and respectful conduct and attitudes, supporting all children in their learning journey through the school, to develop positive and successful relationships and a sense of citizenship and community membership during their time with us at Rosendale. The school has a set of rules, which are discussed in each class every term. If a child decides to break these school rules there will be consequences to these actions as detailed below.

2. Feedback

2.1 Schools need to regularly challenge, review and update their policies and none more so than behaviour. The opinions of all those involved in managing behaviour must be sought. Children need to discuss whether or not they think the policy is 'fair', adults need to discuss if the policy is useful and everyone needs to voice their opinions on its effectiveness. We will do this in the following ways:

- The behaviour policy and any issues of behaviour will be discussed by the school council
- A comments and suggestions box will be installed in the reception area
- The school's annual questionnaire to parents will always feature a section on behaviour
- The behaviour policy will be reviewed annually by the children, staff and governing body.

3. Red and Green Choices

3.1 At Rosendale we have adopted and adapted a principle called Red and Green choices.

3.2 The use of Red and Green choices teaches children that they are responsible for the choices they make. Red and Green Choices interventions provide immediate feedback to undesired (red) behavioural responses as soon as they occur, then encourages practising the opposite (green) choice behaviour until it is learned or developed, by breaking down behaviours into their smallest sequential steps.

3.3 Red and Green Choices allow pupils to be attentive to their behaviours and formulate informed decisions. The principle advocates that choosing "green" becomes the student's behavioural responsibility through attentive adult-guided positive interventions. Red and Green Choices provides exact expectations for pupils and adults using colours, choices, predictability, structure, and positive intervention strategies while focusing on the positive outcome (expectation), instead of repeating negative information through overstimulation. A key component includes providing a behavioural "explanation, expectation and choice", and allowing a reciprocal trustworthy behavioural relationship between the adult implementing Red and Green Choices and the child receiving interventions. This is termed behavioural trust.

3.4 Red and Green Choices helps create a very strong, intensive and meaningful relationship between teachers and their students. Most children begin to really enjoy and thrive with their Red and Green Choices, because it provides predictability and structure to their environment while making the adults around them calm, assertive, firm, and predictable. Pupils quickly decide they do not like the red consequences to their red behavioural choices. Red becomes a much disliked stimulus and pupils learn appropriate replacement or alternative behaviours.

3.5 Once behaviours are managed, then Red and Green Choices can be used to assist with academic tasks. More time becomes available for children to intently focus on academic task completion.

3.6 In summary the Red and Green Choices Principle encompasses the following.

We:

- Set high, reasonable and achievable behavioural standards
- Allow student to choose their own behaviour (provide positive alternatives)
- Set high expectations
- Always talk, write, draw pictures of possible "green" solutions to situations
- Break down behaviours into their smallest sequential steps
- Make expectations predictable and clear
- Remain truthful, positive and supportive throughout the entire behaviour change process

4. Rewards

4.1 Although there is an expectation that children and adults will do the right thing, positive reinforcement of behaviour is an essential part of any policy. Good behaviour will be recognised between individuals, in a class and as a whole school. In order to provide consistency across the school the only rewards used at Rosendale are House Points

4.2 Every half term there is a whole school assembly where the winning house for that half term is celebrated. There is also the Veveers Cup, which is awarded to the winning house every year.

5. Consequences

5.1 When children persistently make poor (red) choices, the consequences will be as follows.

- After verbal/non-verbal cues to correct behaviour have been made and a pupil does not respond appropriately, this red choice will be recorded.

- When a child has received two red choices, the teacher may decide to give them a time out in another class.
- When three red (poor) choices are recorded in a school day, a yellow slip will be filled out. A copy will be sent home and there is a space on it where parents/carers record the action they have taken. The slip is then returned to school where it is cross referenced with a copy kept by SLT.
- A child will receive a yellow slip instantly for behaviours such as swearing, aggression, racist, homophobic or sexist behaviour, damage to property or behaviour that prevents good order.
- Some children with special educational needs will have, where appropriate, a separate behaviour plan/risk assessment.

5.2 The Health and Safety of all members of the school community is of paramount importance. For extreme behaviour, demonstrated by any child, that endangers a child or a member of staff, a member of the Senior Leadership Team will be called. Any incidents of this sort may result in a fixed or permanent exclusion. This decision will be taken by the Headteacher and will be based on the 'Guidance on Exclusion from Schools 2008' document which says "a decision to exclude a pupil should be taken only: a) in response to serious breaches of the school's behaviour policy b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school". Exclusions will be the only incidents included in a child's record.

5.3 The Red and Green choices strategy and consequences as detailed above are also applied to behaviour at playtimes.

6. Curriculum Support

6.1 There must be opportunities to actively teach positive behaviour strategies and encourage these to be implemented independently. We will do this by:

- Discussing and teaching appropriate behaviour during circle time, PSHE lessons and assemblies, including child-led assemblies
- Modelling co-operation and reinforcing good behaviour using Cooperative Learning structures
- Using sport to promote good sportsmanship - teamwork, deal with winning and losing, fair play, respecting rules
- Taking opportunities across the curriculum to highlight positive behaviour and learn from positive role models and through stories
- Providing opportunities and training for older children to become peer mediators and young leaders in order to help other children to resolve conflicts and play positively
- Allowing children to give feedback, discuss and have an influence over behaviour across the school through pupil voice.

7. Code of Conduct

In the classroom

We try hard to do our best and help others to do theirs

We are kind, polite and helpful to everyone in the school community

We respect other people, their possessions and school property

We ask for help when we need it

We accept responsibility for the things we do

In the playground

We play fairly and with respect

We let children join in our games

We help children who are sad or hurt

We take responsibility for our own behaviour and the choices we make

We ask adults to help us sort out problems in the playground

When the bell rings we line up in silence

In the lunch hall

We wait sensibly and quietly in the queue

We use please and thank you when choosing our food

We always use quiet voices

We stay at our table while we are eating

We try not to waste food

We keep our area tidy and clear away our mess

When we are finished we walk sensibly out to play

APPENDIX 1 – ANTI BULLYING POLICY

1. Our Values Statement

1.1 At Rosendale Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe that everybody has the right to be treated with respect, and that 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.

2. What Is Bullying?

2.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. We recognise that bullying can take many forms:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of, or focussing on, the issue of sexuality
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Cyber** - All areas of internet, such as email and internet chat room misuse
Mobile threats by text messaging and calls
Misuse of associated technology, i.e. camera and video facilities.

Signs and Symptoms

2.2 A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received.

2.3 These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

3. Goals and Objectives of this Policy

3.1 Our Anti Bullying Policy works in conjunction with our behaviour policy, and aims to achieve the following:

- All children feeling safe and able to learn, play, and enjoy the company of others
- All children treated fairly, with respect, and dignity
- All children able to be heard and their emotional concerns taken seriously
- All children aware of what bullying is and is not, and able to report their concerns in the knowledge that action will be taken where appropriate.

3.2 We aim to achieve this by:

- Taking positive action to prevent bullying from occurring through a clear school policy on personal and social development
- Showing commitment to overcoming bullying by practising zero tolerance
- Informing pupils and parents of the school's expectations and fostering a productive partnership, which helps maintain a bully-free environment
- Making staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

3.3 All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

3.4 All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

3.5 As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

4. Strategies Employed to Address Issues of Bullying

4.1 Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. Support will be made to help the bully (bullies) recognise and change their behaviour – this will usually be done in tandem with the class teacher and a learning mentor
7. Support will be made to the victim(s) of bullying to help build self-esteem – this will usually be done in tandem with the class teacher and a learning mentor.

4.2 Outcomes

- The bully (bullies) will be asked to genuinely apologise. Other consequences may follow. The Behaviour Policy should be referred to as it outlines our sanctions system.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

4.3 Prevention

- Rosendale Primary School acts to prevent and counter bullying through a raft of explicit anti-bullying interventions alongside more implicit positive behaviour reinforcement activities. As outlined in our Behaviour Policy, we place a great deal of emphasis on encouraging and supporting children to

treat each other and adults with respect and kindness. We model and reward considerate behaviour towards others and make clear the values of respect by which we operate at Rosendale Primary School.

- Children are helped to take responsibility for their actions and, just as importantly, to make amends for any misdemeanour. By doing so, the likelihood of bullying behaviour is diminished, as children are called to account for their actions, as well as secure in the knowledge that if they have experienced bullying by others, action is taken by the school.
- Teaching teams reinforce learning throughout the year through weekly PHSE and Circle Time sessions with their class.