Caister
Primary Federation

Rollesby
Primary School with Nursery

Behaviour Policy

Formally adopted by the Governing Board of:-	**Caister Primary Federation**
On:-	**28th September 2022**
Chair of Governors/Trustees:-	**Payal Patel**
Last updated:-	**October 2025**
Review Date:-	**October 2026**

Behavior Policy

At Rollesby Primary School & Nursery our Behaviour code is based on acceptable family values. We expect children to be polite, co-operative and considerate to others. All members of staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. School and classroom rules are seen as central to our policy of providing a framework, within which the children can operate. Safety aspects are emphasised, along with the need to share and co-operate, if children are to work and play effectively on the school premises.

At Rollesby Primary School, the development of positive social, emotional relationships and learning behaviours is at the heart of all of our procedures and approaches. We use our understanding of social and emotional development and learning within all our approaches to behaviour.

Our expectations, the rules that underpin them, rewards and sanctions around behaviour are revisited, reviewed at regular intervals and agreed by all. This offers clarity and safety - for children, parents, staff and Governors

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

All adults work in partnership to model, reinforce and support our expectations.

Our bespoke approaches, based on best practice from a therapeutic approach from PATHS and Norfolk Steps models, are used to inform our understanding of social and emotional learning in a way that is developmentally and age appropriate.

Adults act as co-regulators; develop pupil's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes are an important part of our Federation provision with the following aims:

To develop social skills;

To have the opportunity to interact, build tolerance and inclusion;

For the enjoyment of positive play;

To be healthy – to have fresh air, exercise and the opportunity to relax

For the opportunity to explore and play with adults and peers in a less structured, positive environment

Our positive approaches to behaviour involve us actively 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement. Our therapeutic modelled approaches and the programmes of study in PSHE all provide examples of skills and vocabulary for adults to use to encourage learning in this way.

Positive reinforcement is a constant part of our provision, offered through adult attention, verbal and non-verbal praise, visual reminders, home communication and through an inter-house point system.

Individual classes develop their own set of **rules and rewards** and the children and staff work together to draw these up at the start of the academic year. These expectations are communicated to children periodically as reminders and are posted in the classroom and around school.

When a reward – or any praise - is given, adults are reminded to give explicit reasons around the behaviour and consider the powerful message provided through language used.

Children collect House Points for:

- Improved work
- Exceptional effort
- Outstanding work
- Consistently good work
- Helpfulness
- Good conduct

Parents and carers are invited into school where possible under current guidelines to reinforce our partnership with families and provide an opportunity for them to note and join in with praise.

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils.

Rollesby Primary School we recognise that social & emotional aspects of learning are equal to academic & sporting achievements. Pupils are regularly rewarded for good behaviour, effort and high achievement. These rewards can take a variety of forms: Housepoint certificates, Headteacher Awards, Presentation Awards, Pen licenses and Attendance awards. These awards are generally given in Celebration assembly on a Friday afternoon in front of a whole school audience.

Recognising the importance of positive comments, respectful interactions and our role as models to the children, the school expects all adults - staff, parents and Governors - to employ this in our relationships with each other, as well as with our pupils.

Consequences & Sanctions

Rollesby Primary School aims for the highest standards in all aspects of school life. The behaviour policy is designed to encourage positive pro social behaviour in all children and to support and encourage children who are still learning how to successfully and safely work and play with others.

Within our positive approaches we recognise that there may be times when a pupil might make a conscious or subconscious choice where an educational or protective consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Our aim is to give support and opportunities for children to reconsider their choice and show how they have learned. However, after appropriate support, if they show no willingness to do so, then a consequence will follow.

Our school feels calm and safe when all adults hold consistent boundaries.

Where a need has been identified the school will put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. Suitable areas or adults within school might be used to provide calming transitions, offer strategies and manage ongoing action plans.

General expectations for behaviour in school:

Being polite
Being helpful
Acting safely inside and outside the building
Respecting one's own and other people's property
Showing respect for pupils and adults
Encouraging and supporting their peers

Within the classroom:

Children are expected to try their best
Making mistakes is ok as long as we learn from them
Having pride in both one's own achievements and that of others
Positively contributing to lessons
Behaving in a way that supports harmonious and safe learning experiences for themselves and other pupils

Outline of approach

All children are part of the behaviour policy and procedures, although some children will require a more personalised approach to find success. Public behaviour charts are not used and displayed throughout the school and in classrooms as this approach is not conducive to good self-esteem or respectful to the individuals.

A more detailed view

Recognising good behaviour and reacting to it.

Different areas of the school and examples of appropriate behaviour which staff can influence:	Some examples of ways in which staff can encourage positive behaviour:
In the classroom: Sitting safely, putting hands up to answer, working to the required noise level, listening when others are talking, respecting property belonging to self, others and the school, showing initiative. We will encourage good behaviour by noticing positive behaviour not focusing on poor behaviour. We will reward consistent good behaviour. We will encourage good manners. We will celebrate good work. Giving clear and concise instructions and modelling polite and respectful dialogue at all times.	Owning agreed class rules – praise for making the right choices Discussing pro social behaviours Discussing consequences Understanding 'do as you would be done' in a variety of contexts Verbal Praise Class based rewards - Small certificates/personal rewards/raffle tickets/table points/marbles in a jar etc. Good work assembly presentations Text or phone call home/ note in diary/postcards home Classroom jobs for the day – TA/teacher monitor Modelling behaviour between staff Pupil of the week/month
On the playground: Playing in the correct areas. Playing safely with each other, taking care of each other, responding positively to all adults. Showing kindness. Lining up appropriately at the bell. Line up quickly when the bell goes and be quiet and still when the second bell goes. Solve disputes with their peers before coming back into school, using an adult on duty as a mediator if required. Play fairly with other children and in an inclusive manner.	Reminding children of correct areas All adults can give house points and certificates. Regular praise Helping with a game Give stickers Play equipment Play leaders – organised activities

In the building: Walking throughout the building, showing table manners, using resources appropriately and storing them/ replacing them tidily, wearing correct uniform, sensible behaviour in all areas (toilets, lockers etc).	Stickers Posters Adults will publicly praise children when they show manners and courtesy to others.
Outside of school: Using the internet, messaging and social media (including Xbox live/PSN etc) responsibly, not upsetting other pupils or the public on the way to and from school, to act appropriately on school visits/residentials.	School assemblies Working during PSHE Internet safety introduced and regularly revisited.

The Behaviour Procedure in Action:

The levels of behaviour and examples of behaviour and actions within:

Level 0: Pupils are behaving appropriately	Continue to praise and reward.
Level 1: General 'low level' rule breaking Only reached after normal behaviour management techniques and control used, and no change in behaviour or attitude shown. Child warned that behaviour will lead to Level 1 being reached.	Parents contacted by the class teacher. Monitored by teacher/support. Verbal warnings, talking to children prior to them leaving a session, Time Out with work. Contact with parents/carers if behaviour continues to worsen, possibly leading towards level 2.
Level 2: Actions at Level 1 do not produce improvement. Behaviour remains 'low level' but persistent.	Parents contacted by the class teacher. Actions may include: Verbal reminders Personal target cards Reflection time at playtime/lunch time in class with the teacher. Behaviour reflection completed with senior staff.
Level 3: Behaviour now is escalating and repeated disregard for school expectations. It can include bullying, physical aggression, deliberate disruption, disregarding the feelings of others, absconding, hiding within school, insulting/threatening behaviour and continued L2 behaviour. Fixed Term Exclusion or internal exclusion is a real possibility. Level 3 is also used when pupils are returning from a higher level or for seriously significant incidents.	Two behaviour reflections with senior staff within 2 weeks given. Actions may include: Child sees the HT/ AHT at several points during each school day. Work in another year group for agreed time. Individual behaviour plan/differentiated timetable. Internal exclusion/Fixed term exclusion. The Head teacher or a member of the SLT will make direct contact with parents/carers. Continue at L3 or Head/AHT sees parents and child moves to Level 4 as the child will have received a Fixed Term Exclusion.

Level 4: Behaviour is now persistently bad. Pupil has received fixed term exclusion and not reacted sufficiently positively to go to level 3 at review. Behaviour includes running away, repeated bad language directly at adults, physical aggression to others, damage to property, disregarding repeated instructions. Repeated level 3 behaviour.	Parents will have received a letter and will have been spoken to by Head/AHT. Pupil will see Head on a regular basis (as level 3). An individual behaviour plan will exist.
Level 5: There has been repeated level 4 behaviour and a number of fixed term exclusions/internal exclusions. A clear warning will have been given to both pupil and parents and consequences explained.	Permanent Exclusion or Possibly a Managed Move

General Advice:

Use positive behaviour management stating the behaviour you expect to see.
Deal with the issue, not the secondary behaviour. Only addressing the incident once calm down has been achieved.
Remind children they can use 'Time Out' areas.
Adults remain calm. Make sure the child gets positive feedback about something else so that relationship and self esteem can be maintained.
Be firm, fair and consistent at all times.
Fresh start every time.

Physical Intervention:

'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (Behaviour and discipline in schools - DfE)

A number of staff members are trained to use 'safe handling' techniques according to Norfolk Steps principles. Adults are never alone when this occurs and always follows a period of de-escalation. When any form of physical intervention has been used, the relevant form is completed. Risk assessments will be completed if there is any foreseeable risk with an individual needing assistance to stay safe.

Rollesby Primary School staff always considers physical intervention as a 'last resort' and must always be within the guidance set out in the DfE document, Use of Reasonable Force – advice for Head teachers, staff and governing bodies. Physical intervention will only be used where it is reasonable, proportionate and necessary. De-escalation techniques are used initially to avoid physical control.

Continuity & Consistency
If a pupil makes poor choices in lessons, this information MUST be passed onto their next teacher.

At every stage we will maintain close communication with Parents and Carers.

Exclusions:
If a child deliberately commits any of the following they **may** - at the discretion of the Executive Head, and with justified cause - be given an immediate Level 4/Fixed Term or Level 5/Permanent Exclusion:

Physical assault against a pupil
Physical assault against an adult
Verbal abuse / threatening behaviour against a pupil
Verbal abuse / threatening behaviour against an adult
Bullying
Damage
Sexual misconduct

Theft

Persistent disruptive behaviour

Fixed Term Exclusions may be either internal, where we require the child to be in school but learn away from other pupils, or external, where we require the pupil to undertake their learning off site. Following exclusion the pupil and parents will be called to a meeting in school to agree a Support Plan and set a review date.

Parents are always informed by a standard letter if a Fixed Term Exclusion has been given.

Every new academic year begins with a clean sheet, so pupils have the opportunity to manage their choices with improved strategies.

Throughout all our responses to behaviour we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

Where any pupil requires a consequence from Level 2 onwards, these will be recorded and monitored by the Pastoral team, leaders and Governors in an ongoing programme in order to develop the school's response and future support.

Monitoring and Evaluation

A behaviour review will take place at least annually to scrutinise the effectiveness of the school's approaches.

The governing body will evaluate the impact of this policy by receiving data from the Head teacher:

Number of fixed term exclusions and internal exclusions.
Pupils receiving outside agency support for behaviour issues
Prior to review of the policy, feedback will be sought from school council discussion, staff and parents on the effectiveness of the policy.

Equal Opportunities Statement

Our policy aims to respond to the diversity of children's cultures, faiths and family backgrounds. This policy should be read in conjunction with other key policy documents such as Teaching and Learning, PSHE and SEND.

It is important to understand the distinction between poor behaviour that is caused by an underlying issue and other poor behaviour. A pupil may have substantial behavioural difficulties which relate to an underlying physical or mental impairment. If the physical or mental impairment is recognised as a disability then the Disability Discrimination Act (DDA) will cover the pupil's behaviour where it is related to their disability. However, the DDA does not mean that such pupils have an excuse for disruptive or antisocial behaviour. In relation to

any specific incident, there has to be a direct relationship between the behaviour and the pupil's disability.

If the pupil's poor behaviour is directly related to the pupil's disability then the school will need to have considered what steps it could take to manage the pupil's behaviour. It will also need to have made reasonable adjustments to manage the pupil's behaviour. This might include protective measures or behaviour management strategies for the individual child. and providing staff training. In the event of the sequence of consequences and rewards being ineffective, an individual plan will be developed for that child. If the school has done these things, then exclusion or another sanction might be justified. The school takes these steps to avoid unlawful discrimination.

Links to other policies

This document links to other school policies which are available on the Rollesby Primary School website, including, but not limited to, Safeguarding, Anti Bullying and SEN.

Full guidance from the DfES (2013) can be found at:
https://www.gov.uk/schools-colleges/behaviour-attendance

At Rollesby Primary School we respect and value all children and are committed to providing a caring, friendly, inclusive and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. This is the responsibility of every adult employed by, or invited to deliver services at Rollesby Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils.

Date of last review

Date of next review