Schools for Every Child

Shared Moral rooting- The driving force that gives ethical and moral validity to the organisation. A higher purpose that can be relied upon to drive the organisation. A rooting is long lasting and outlives the wishes of one individual or another.

- UNICEF rights of child

Shared Values- Actions and things we do day to day; we live our values to get to our vision:

- Altruistic- Doing good things whenever, however and to whoever you can
- Pioneering- striving to discover new things and exceed expectations
- Ethical- Making conscious decisions to be kind and fair

Shared Vision- an aspiration for the future. This holds the different parts of the organisation together. The shared vision is something each part works towards, in its own way. Specific enough that it stands you apart from others in the same field.

- Nurturing Brilliance, Guiding Exploration, Cultivating Respect- a committed journey to put every learner's individuality, curiosity, and dignity at the forefront of the world that awaits.

Behaviour Policy

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

UNICEF Article 28(right to an education)

- *Every child has a right to an education. Children's human dignity. Wealthy countries must help poorer countries achieve this. Article 29(goals of education)Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Date Policy Created:	Autumn 23
Reviewed:	Spring 24, Autumn 24, Summer 25

Schools for Every Child Purpose Statement

Our behaviour policies promote mutual trust and respect, allowing students to engage constructively in their academic journey. By fostering a culture of respect and understanding, we enable students to explore their potential and achieve brilliance, in alignment with Article 29 of the Unicef Rights of a Child, which focuses on nurturing every child's personality and talents to the fullest. We follow a trauma informed approach at each of our schools. We believe in clear logical consequences for actions and that this teaches pupils how to manage in the real world in relation to boundaries and the rule of law.

Introduction

At Rayleigh Primary School our values are built on respect for courtesy and good manners towards each other.

Our behaviour policy is designed to:
- Develop positive attitudes to learning.
- Promote a positive ethos for good behaviour around the school and in lessons.
- Be applied in a fair and consistent way.
- Reward positive behaviour and encourage positive role models.
- Support children in assessing and managing risk appropriately and keeping themselves safe.
- Enable children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We work in partnership with parents to encourage all our pupils to grow and develop personally and socially as well as academically.

Equality and Inclusion
At Rayleigh Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

Our Mission Statement for Equality:

As a school,
- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender(including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention- The Rights of the Child.

This policy explains:
➔ The benefits of good behaviour;
- What we mean by good behaviour;
- How we encourage good behaviour in our school;
- How we discourage inappropriate behaviour.

The Benefits of Good Behaviour:
At Rayleigh Primary School we value and encourage good social behaviour:
Children will:
· Learn what good behaviour means;
· Learn to care for one another;
· Learn the value of friendship;
· Develop self-confidence;
· Develop a positive attitude to learning;
· Reach their true potential in academic studies.

Teachers are able to:
· Teach effectively;
· Meet the needs of individual pupils;
· Work in partnership with parents for the benefit of the children.

Parents will:
· Feel confident that their children are growing personally, socially and academically;
· Know that their children receive support when they need it;
· Feel welcome in school to discuss their children's progress in a positive atmosphere.

What We Mean By Good Behaviour:
We expect all pupils, parents and staff to respect everyone and everything in our school.

Our School Motto
We respect ourselves, others and our future.

Our Trust Values
- ●Altruistic- Doing good things whenever, however and to whoever you can
- ●Pioneering- striving to discover new things and exceed expectations
- ●Ethical- Making conscious decisions to be kind and fair

To encourage 'good' behaviour:
- Teachers will organise their classrooms to provide the best possible learning environment for the children.
- Teachers will adapt work to meet the needs of every child, through Quality First Teaching.
- All staff will recognise and highlight good behaviour as it occurs.
- All staff will consistently reiterate and reinforce key messages and model positive behaviour in their interactions with each other, with parents and carers, and with children.
- Desirable attitudes and skills will be wrapped through all learning-Personal, Social and Health Education, and the ethos of UNICEF rights.
- Teachers will develop a 'Class Charter' written in positive terms: e.g. 'We keep our hands and feet to ourselves' rather than 'No kicking or hitting' to suit the age and needs of their individual classes.
- Good manners will be encouraged through assemblies -reinforced throughout the school by all adults.
- Children will be encouraged to take on responsibilities within the classroom and Year 6 children will be increasingly involved with responsibilities around the school, eg. setting up the hall for assembly, library or lunchtime duties etc.
- All staff follow the Trauma Perceptive Practice (TPP) approach to managing behaviour.
- Consistent management plans are created for those who need high levels of support to regulate.
- Staff are calm in response to both positive and negative behaviour- we are a non-shouting school.
- We use the Zones of Regulation in every classroom to support regulation for all children.

A Relational Behaviour Model

At Rayleigh school we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- ● Behaviour is something to interpret.
- ● Children and young people are prone to make mistakes and highly responsive to the environment and context.
- ● Behaviour management is predominantly through relationships.
- ● Children/young people who don't manage should be understood and included.
- ● Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- ● Rules should be developed together and adapted where needed.
- ● Consequences are only used within a process of restore and repair.
- ● 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.

- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

Children will be rewarded for good behaviour:
- Praise from members of staff;
- Dojo's from all staff members- house team points (Saxons, Normans, Romans and Danes);
- Children exhibiting especially good behaviour, kind deeds or producing good quality work may be sent to the Headteacher/ Assistant Headteacher for a 'Good News' note and sticker;
- Teachers will nominate pupils each week to receive an award in Celebration Assembly;
- Mid-days will give stickers for positive lunchtime behaviour;
- Teachers will inform parents when an improvement in a child's behaviour has been observed;
- Teachers will encourage older children to become more self-motivating and less dependent on rewards.

Trust Wide Pro-social Reward

The rewarding of pro-social behaviour is a Trust-wide process. Each phase decides on two pro-social reward recipients or activities (eg. litter picking, writing to older people's home, adopting an animal, planting some plants, reading with younger children, writing to a pen pal or another school, hosting a bake sale to raise funds for charity etc). Two receptacles are placed alongside the Trust's core values, and each receptacle is labelled with the two pro-social rewards.

When a child is seen to be doing something pro-social during the school day (i.e. therefore displaying a core value), they are rewarded with a token. The child chooses which pro-social reward jar will receive their token. When a jar is full, that particular charitable reward is earned and the whole class / phase takes part in it.

<u>**Our Behaviour Policy**</u>

Pupils
You are expected to *be responsible for your behaviour* and to *make the right choices.* We expect all Rayleigh Primary children to be well behaved.

We have a yellow and red card system and this is how it works:
- If you are not behaving well you will be given a rule reminder and warning.
- If the poor behaviour continues after three warnings, you will be shown a yellow card. Some behaviours warrant a yellow card without warning.
- For serious offences, you may be shown a red card directly.

What happens if I am shown a Yellow Card?
- Your teacher will record your behaviour on the behaviour system in Arbor.

- You will have to show your card to the Headteacher/SLT and speak about your behaviour.
- Your teacher will write a short note to your parents via class dojo.
- If you are shown three yellow cards in a week, you will be shown a red card.

Remember ….EVERY WEEK is a FRESH START.

What happens if I am shown a Red Card?
- The Headteacher/Assistant headteacher will speak to your parents and invite them to come into school to speak to your teacher about your behaviour. You will discuss how we can work together to improve it.
- For a Red Card, you would lose privileges for five days, eg. playtime and going to clubs.

Remember ….EVERY TERM is a FRESH START.

For suspensions/exclusions- please see the Trust Exclusion Policy.

Bullying
We are a 'telling school' where individual pupils can share their concerns with an adult. We ask parents to help us by encouraging their child to tell an adult in school if they are unhappy or worried and not to take that worry home with them. Through our 'open door' policy parents may contact the class teacher, in the first instance, if they have any concerns.

* Further details of school procedures related to bullying can be found in the school's Anti-Bullying Policy.

Physical intervention (control and restraint) - the use of reasonable force

At Rayleigh Primary School we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.   The latest guidance from the DfE can be found here: DfE Behaviour in Schools February 2024

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

 Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here: Understanding and Supporting Behaviour - Safe Practice for Schools - August 2023.pdf (essex.gov.uk)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Confiscation of inappropriate items
The 'general power to discipline' enables a member of staff to confiscate a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Weapons, knives and any illegal substances or objects will always be handed over to the police. Other 'harmless' confiscated items, such as toys from home, should be returned to the pupil's parents as soon as possible.

Power to search without consent
At the discretion of the Headteacher, members of staff have authority to search pupils for banned items, namely weapons, knives, alcohol, illegal drugs, stolen items, pornography, fireworks, vapes, cigarettes and other tobacco products. The school is not required to have formal consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or tray and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag. Should the pupil refuse to cooperate with such a search, the staff member can apply an appropriate sanction, as per this policy. Parents will also be informed.

Seizing and searching electronic devices
Pupils in Upper Key Stage 2 (Years 5 and 6) may bring a mobile phone to school. Pupils should turn off their phones upon arrival at school and will hand in the phone, which is stored securely in the school office until the end of the school day when it will be returned to its owner. No child may carry a mobile phone or other electronic device with them during the school day.

Where an allegation has been made against a pupil relating to their online conduct, Senior Leaders will be informed. Usually, such instances can be successfully dealt with in collaboration with parents. In more serious cases, should Senior Leaders have cause to seize the device and reasonable grounds to suspect that it contains evidence in relation to an offence, they will give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.*

* Further guidance can be found in the DfE document 'Searching, screening and confiscation', July 2022.

[Searching, screening and confiscation GOV.UK](#)

Offsite Behaviour
We expect the children to display the same high standard behaviour offsite, as they would in school. The behaviour policy applies to all children taking part in school organised or school related activity off site and travelling to and from school. If a child is engaged in behaviour that is unacceptable offsite, there may be incidents where the school will still apply sanctions. For example:

- If it is believed that the children are identified as belonging to the Rayleigh Primary School community and their behaviour brings the school into disrepute,
- It is reported that a child or children are participating in acts of bullying.

The same procedure and sanctions will apply as detailed above and in Appendix 1.

Parental Behaviour
There is a rise in inappropriate parental behaviour against school staff. At all times we suggest families take time to reflect before approaching the school with a problem. We fully understand that where children are concerned emotions are heightened and for this reason all staff are told to refer anyone to the Senior Leadership Team (SLT) if any adult is angry, intimidating or overwrought. In such instances the staff member is instructed not to speak to the family. In case of physical violence against staff the school will involve the police.

The Headteacher retains exclusive authority to depart from this policy at their discretion, provided that such deviations are deemed reasonable within the given circumstances.

Appendix 1

Level 1 behaviours do not need to be logged on Arbor. Level 2 and 3 behaviours will be logged on Arbor (and Safeguard, where appropriate).

Each case is reviewed on an individual basis- consistent management plans are followed for those who need high levels of support to regulate. *A per case decision is made by a senior staff member if a red card is issued.*

Consequences will not be communicated with the wider school community.

Level 1 - relatively low impact	Consequences
Examples: • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments	Warning and reminder Check ins- using the Zones of regulation

- Fidgeting - Telling tales - Dropping litter - Pushing in line - Running in corridors - Unkind remark *Not completing home learning	Children will be reminded of homework club (lunchtimes)- they will then receive a yellow card if they have not completed home learning for two consecutive weeks.
Level 2 - relatively moderate impact (Yellow Card)	Possible consequences
Examples: - Repeatedly using unkind remarks - Constantly calling out - Persistently distracting others or ignoring adults instructions - Persistently telling lies - Leaving the classroom without permission - Pushing/shoving in a game - Swearing	Yellow card issued. Restorative conversation with Headteacher/SLT teacher. Check ins- using the Zones of regulation- Stop, opt, go reminder
Level 3 - relatively higher impact (Red card- given by SLT)	Possible consequences
Examples: - Bullying - Harmful behaviour - Any discriminatory behaviour - Causing significant, deliberate damage to school property - Use of or in possession of inappropriate objects - Leaving school without permission - Stealing - Refusal to cooperate with adults - Persistent bad language - Threatening / aggressive behaviour	Red card issued. Check ins- using the Zones of regulation- Stop, opt, go reminder *For more severe behaviours, please see our Exclusion Policy.

Appendix 2
LUNCHTIME BEHAVIOUR GUIDELINES
To enable all our pupils to enjoy safe, happy lunchtimes, our children have devised a lunchtime charter which is displayed in our lunch hall.

Rewards for Good Behaviour

- Praise/ stickers/ class rewards;

- Special responsibilities;

- Being nominated for a Lunchtime Award presented in our Celebration Assembly.

Sanctions for Poor Behaviour
- Rule reminders, e.g. State the inappropriate behaviour, then the expected. Thank you.
- Warnings and choices, e.g. 'I've asked you not to do that. 3 times and a lunchtime yellow will be given.
- Yellow cards are recorded in the lunchtime behaviour book and shared with class teachers/relevant staff who will input to Arbor.
- If 3 yellows are received within a week, this constitutes a red card. A letter will invite the parents and child to discuss ways to move forward.
- A red card means a child will spend lunchtime away from their peers. This means that the child will eat and sit outside away from all his/ her classmates- up to a week based on individual circumstances.
- The school may seek guidance for behaviour support.

Midday Assistants will liaise on a daily basis with class teachers to keep them informed of positive and negative aspects of pupil behaviour.

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EVERY TERM is a FRESH START

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Positive Lunchtimes
In order to promote positive lunchtimes, we have employed the following strategy which, along with our values, lunchtime charter, rewards and sanctions, should help to encourage 'good' behaviour:
- A high level of supervision
- Training for our Midday Assistants in behaviour management.
- Children taking on leadership roles at lunchtimes -Play Leaders to support other children in the playground/ Blue Hats to support running of lunchtime activities
- The Senior Leadership team visits classrooms, the lunchtime hall and the playground regularly.
- A variety of small equipment for the children to use is provided, e.g. hoops, skipping ropes, bean bags etc.
- The Gym Trail is open at lunchtimes- weather dependent
- Organised games and activities aimed at specific groups of children.

- Sheltered seating and quiet areas for children.

We promote a positive ethos for behaviour around the school at playtimes and lunchtimes. We have high expectations within our school community that children and adults should show respect, courtesy and good manners towards each other.

Appendix 3

Rayleigh Primary School
STAR Analysis

Day:	Date:	Time:	Location:
Pupil Involved:		Completed by:	

What happened at the time?	What could we do differently to promote positive behaviour in the future?
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (what happened?)	
Result (what happens next?)	
Was the incident reported to the parents?	

Appendix 4

Name:	
Date & Time:	13
Why was contact necessary?	
What did contact look like?	
By whom:	
How long did the episode last?	
Action Taken:	
Details of any damage/ injury.	
Signed:	

Appendix 5
Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school?		
Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		15
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		

Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	Y/N n/a	What needs to be done
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child/young person?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		

In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		
Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		
Are adults using positive language around and to the child/young person?		

Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		

Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		
Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		

Social interaction (less structured environments)	Y/N n/a	What needs to be done
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		

Do staff react consistently to communicating behaviours?		21
Are rewards and consequences given fairly and consistently?		