



PRINCIPLES

At Russell Street School we believe that:

- A strong community must be built where individuals are connected to what is important in the community
- A 'growth culture' must be promoted that empowers children to change and improve their behaviour
- Good behaviour must be reinforced, modelled and taught
- There must be a focus on both the rights and responsibilities of the child
- Boundaries must be clear, consistent and explained
- There must be a positive classroom culture
- Everybody has a right to feel safe
- High self-esteem must be promoted
- Children must be treated as individuals
- Teaching staff and children must have high expectations
- Expectations must be informed by an understanding of child development and the needs of individuals
- Everybody must show mutual respect
- Teaching staff must be approachable and calm
- The teaching and learning environment must be appropriate to the development and needs of the children
- There must be a strong partnership between staff, children and parents
- Difference must be managed in ways that value individuals and oppose hurtful and harmful behaviours

PRACTICE

- There is an emphasis on building social connection
- There are daily, planned and purposeful circles
- Teaching staff are proactive in organising routines that allow children to remain on task and learning
- Teaching staff manage and organise their classroom and teaching effectively to allow children to remain on task and learning
- Teaching is interesting, paced and participative
- Each class knows the school's rules
- Class rules are regularly reinforced and visual reminders are displayed
- Teaching staff consciously give meaningful praise linked to the school rules
- Consequences of positive and negative behaviour are explained and displayed
- When dealing with incidents there is a focus on respectful, firm, fair and restorative language which promotes learning and responsibility
- Structured interventions involve 3 steps: finding out, effects, responsibility

REWARDS SYSTEM

- There is a focus on intrinsic awards. Teaching staff give meaningful praise and 'catch the children being good'.
- There is awareness from staff that the positive behaviour of all children must be celebrated and that all children can work hard to behave well.
- A cross on the class 100 square is awarded to the whole class when class rules are observed
- Crosses can be awarded to the class when individuals make a notable contribution
- Once earned crosses are not taken away
- Year groups set targets for the number of crosses to be achieved in order to earn a class reward
- The class reward occurs around every half term and is shared by all the class

SANCTIONS SYSTEM

- Sanctions are linked to a conversation, using restorative language, which follows the 3 steps: finding out, effects, responsibility
- A verbal reminder is given using restorative language
- One further reminder is given. This is positively worded to indicate the desired behaviour. It can be a non verbal picture cue.
- The next reminder results in the child being required to 'fix' their behaviour, this might include time out in the classroom
- The consequence of not 'fixing' the behaviour is time out in another classroom or losing privileges (e.g. playtime)
- Children who are having regular behaviour interventions are referred to the team leader and then the head teacher. Their parents are informed.
- At this point children are mentored by a senior member of staff who monitors behaviour daily
- If concerns continue the teacher, headteacher, SENCO and parent agree a Behaviour Plan and the involvement of the Behaviour Support Team is sought
- The Headteacher may then invoke temporary exclusion and/or permanent exclusion depending on the circumstances
- Parents are made aware of the school's behaviour management systems via the school prospectus, website, newsletters, induction evenings, workshops and visits
- In circumstances where stolen or dangerous items are suspected of being in the possession of an individual, teaching staff have the right to search the pupil and their bags

INCLUSION OF CHILDREN WITH BEHAVIOUR NEEDS:

Behaviour Planning

- Behaviour difficulties in young children are a barrier to learning like any other. They are not taken personally.
- Visual reminders of good behaviour are displayed
- Visual timetable is displayed and talked through
- Behaviour curriculum includes Social Stories addressing key behaviours (photos, puppets), Box of Feelings, SEAL activities, SALT activities
- Teacher uses Protective Behaviours through proactive planning which avoids unnecessary areas of conflict. Timetables are used as record of flash points, patterns

are analysed and planned for. Provision is appropriate for the individual. Teacher anticipates and makes provision.

- Areas of difficulty (e.g. PE, carpet time) are introduced in small intervals at the control of the adults. The time gradually extended.
- The child has an individual withdrawal space / workstation with visual reminders, appropriate activities (not for 'time out')
- The Behaviour Plan is shared with child. This outlines expected behaviours and consequences and is linked to SEN Plan targets.
- The teacher focuses on specific praise for appropriate behaviour. Planned rewards are given (activity/sticker/smiley face).
- Simple, clear, concise, concrete language is used. The child is given simple choices – 'Quiet or time out.' No discussion.
- Where behaviour is a significant barrier to learning then a multi agency assessment will be considered

Consequences

- School policy is used for low level behaviours: warning – time out in class – time out in another class
- For high level behaviours there is no warning. The child is removed immediately
- For certain children (especially those on the spectrum) warnings are not used. Consequences are immediate.
- Time out space may be out of the classroom (medical room, lobby, outdoors). The adults withdraw attention
- The Physical Restraint Policy is followed where necessary
- When the child is calm and cooperating they are reminded of the expectations (concise and simple) & returned to the refused/last task which must be completed.

Around School

- All staff ensure consistency and do not let things go.
- Further adult support is sought where necessary.
- Consequences are not undermined by giving any attention to a child having time out

BULLYING

Bullying involves repeated physical, emotional or verbal abuse by an individual or group which is intended to cause harm and threatens an individual or group's safety or wellbeing.

Bullying is unacceptable and will not be tolerated in our school.

Procedures

- Communities and social connection are built using Restorative Practices
- Children create caring hands to identify adults who can support them
- Children are taught 'Protective Behaviours'
- Staff are approachable
- Staff listen and take children's concerns seriously
- Incidents are recorded on a proforma on the shared folder and a copy is kept by the headteacher

- Evidence is collected from all parties involved and from witnesses
- Formal restorative meetings are held
- A member of the SLT is involved
- Parents are informed
- The victim is made safe and offered support and counselling
- The bully receives counselling, as well as withdrawal of privileges; in some cases exclusion will be necessary
- The wider group is supported through circle time
- Checking is done to ensure the victim continues to feel safe

Promoting a bullying free culture

- Staff model positive behaviour
- Staff take children's concerns seriously
- Positive behaviour is noticed and praised
- Circle times are used to reflect on and promote positive relationships and social connection
- Children use caring hands to identify adult support
- SEAL materials are used as part of circle times and the PSHE programme to promote an anti bullying culture
- School values are promoted with a half termly focus in assemblies and during the teaching day
- Anti Bullying and eSafety Week and Blue for Anti Bullying Day are annual events
- Assemblies are used to promote positive relationships
- Social skills groups are run for children who need support with building positive relationships

EXCLUSIONS

- Exclusion will be used as a final sanction in ensuring the good behaviour that enables effective learning to take place.
- Exclusion will be used sparingly in response to serious behaviour incidents. It will normally be used only after other sanctions and counselling have failed to achieve the desired change in behaviour and attitude.
- Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other children or staff.
- The school will follow current DFE and LA guidance and advice. See appendix 1

ALLEGATIONS AGAINST STAFF

- The school policy will be followed along with advice from 'Dealing with Allegations of Abuse against Teachers and Other Staff'

September 2016