



Russell Street School

Behaviour Policy and Statement of Behaviour Principles

Reviewed on:	February 2021
Reviewed:	Annually
Staff Responsibility:	Safeguarding Leads/ SENCOs Headteacher/ PTL Governors

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Written Statement of Behaviour Principles

- Every child understands they have the right to feel safe, valued and respected
- Every child should be educated in an environment where they can achieve their potential, free from the disruption of others
- Staff and volunteers set an excellent example to children at all times
- Rewards and sanctions are used consistently by all staff, in line with the behaviour policy
- The behaviour policy is understood by all children and staff
- Every child is helped to take responsibility for their actions



Russell Street School children are **STARS** - Safe, Together, Achieve, Resilient, Special.

SAFE

‘We all have the right to feel safe all the time.
Nothing is so awful or so small that we cannot talk about it.’
(RSS iSafe Programme).

TOGETHER

Highly supportive relationships are established based on mutual respect.
Children make a positive contribution to society.
They understand their rights and responsibilities as citizens and respect the beliefs and values of others.

ACHIEVE

Children achieve the best possible outcomes through the delivery of an exciting, ambitious curriculum built around progressive new skills and knowledge acquisition.
Children have a strong desire to learn more and acquire the knowledge and cultural capital they need to succeed in life.

RESILIENT

Children demonstrate high levels of self-determination and control.
Through a growth mindset attitude, children believe the impossible is possible.

SPECIAL

Children have access to a wide, rich set of experiences and have frequent opportunities to develop their talents and interests.
Children feel an important sense of worth and belonging ensuring good mental health and well-being.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Inclusion

The promotion of positive behaviour supports inclusion. Through positive educational experiences and support for each individual's point of view we aim to promote positive social attitudes and respect for all. P.S.H.E, Circle Time, Jigsaw and iSafe activities are also used to challenge discriminatory attitudes and beliefs.

All children follow the School Behaviour Policy. Where children have Special Educational Needs, these should be given consideration and they should be treated with sensitivity.

This may include:

- More immediate positive reinforcement
- More immediate rewards
- Liaison with class teacher, SENCO, Pastoral Lead, Parents/Carers, external agencies
- Immediate intervention when safety of others and/or themselves is an issue
- Children involved in setting their own behaviour targets
- Personalised behaviour plans

3. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

5. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 'class charter'
- Develop a positive relationship with pupils, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

6. Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- A 'class cross'

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder
- Sending the child out of the class for 'thinking time' and an opportunity to regulate
- Expecting work to be completed at home, or at break or lunchtime
- Referring the child to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour plan

7. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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.

Children, parents and staff can report incidents of bullying by firstly speaking to the class teacher, the school's complaints procedure outlines how to raise a formal complaint if the situation does not improve.

Anti-Bullying and E-safety week are annual events and all children in school are taught through our Protective Behaviours programme (iSafe) how to identify 5 people that they can talk to in school if they have a problem. Daily circle times and regular 'check-ins' with pupils after breaktimes are used to identify any potential issues and problems.

Our school's PSHE programme, Jigsaw, is used to support an anti-bullying culture in school.

Social Skills interventions are run for those children that need support with building positive relationships.

Bullying can include:

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial - Racial taunts, graffiti, gestures

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

9. Exclusions

The Headteacher has the authority to set fixed-term exclusions to individual children. Local Authority procedures will be followed.

A reason for exclusions may include an aspect of the following:

- Violence towards an adult or child
- Swearing
- Racist abuse
- Sustained bullying
- Frequent persistent disruption in lessons
- Frequent levels of non-compliance
- Frequent disrespect of adults who work in the school

10. Use of Alternative provision.

Where it is of benefit for a child's education, use of alternative provision may be sought.

Milton Keynes Primary Pupil Referral Unit, URN 134310, current Ofsted rating Good

Shenley Road

Romans Field Site

Bletchley

Milton Keynes

MK3 7AW

11. Roles and Responsibilities

The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles.

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

12. The Rights and Responsibilities of Everyone in Russell Street School

Children's Rights	Children's Responsibilities
<p>Children have a right to:</p> <ul style="list-style-type: none"> • A school environment that is vibrant and clean. • Feel safe, cared for and supported. • Be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice. • Be listened to. • Receive an education appropriate to their level of ability and to be given praise and feedback. • Be advised and supported by staff if they are in physical or emotional need in relation to our safeguarding policy. 	<p>Towards others:</p> <ul style="list-style-type: none"> • To behave in a way that will ensure the safety of other children and adults. • To be truthful and honest and to respect others and their possessions. • To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle. • To recognise and respect the authority of staff and other adults in the school and to listen to them. <p>Towards work:</p> <ul style="list-style-type: none"> • To be punctual at all times. • To work to the best of their ability. • To work calmly and quietly where required. • To value their own work and that of others. • To respect others when working collaboratively. • To organise themselves and their resources so that they can work independently. <p>Towards the school environment:</p> <ul style="list-style-type: none"> • To move around the school building sensibly and safely. • To take care of equipment and keep the school and the grounds tidy.

Parent/Carer Rights	Parent/Carer Responsibilities
<p>Parent/Carer have a right to:</p> <ul style="list-style-type: none"> • Expect that their child will take part in a wide variety of activities which will meet the requirements of the National Curriculum. • Be informed regularly about their child's progress and behaviour at school. • Be offered mutually agreed times for informal discussion about their child, the curriculum and the ways in which the classrooms operate. • Expect to be able to assist with their child's 	<p>Parents/Carer Responsibilities</p> <p>We expect parents to be responsible for:</p> <ul style="list-style-type: none"> • Getting children to school on time and to collect them on time. • Informing the school on the first day of absence, or if their child is late. • Ensuring their child has adequate sleep as the school day can be very tiring. • Being aware of school policies and to support all staff in their efforts to ensure a caring

<p>education through school/parent links.</p> <ul style="list-style-type: none"> • Be treated with respect by all members of staff. 	<p>community.</p> <ul style="list-style-type: none"> • The behaviour of any other children they bring into school. • Reading all letters/messages that are sent. There are copies available from the office. • Being prepared to discuss issues or problems politely and calmly with staff. • Being aware of the convenient times to talk with staff before/after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.
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Staff Rights	Staff Responsibilities
<p>Staff have a right to:</p> <ul style="list-style-type: none"> • Be treated fairly and with respect by children and adults. • Be able to deliver the curriculum in a safe, comfortable environment. • Be informed about matters that will affect them; lines of communication should be kept open at all times. • Receive support and understanding from both parents and colleagues. • Have their possessions, breaks and planning times respected. 	<p>All staff have a responsibility to:</p> <ul style="list-style-type: none"> • Treat everybody fairly and with respect. • Appropriately support and challenge children in all aspects of school life. • Ensure that children are emotionally and physically safe in school. • Be consistent in their approach to behaviour. • Praise good work and behaviour. • Communicate decisions and to explain them clearly to children, parents and other members of staff. • Listen to concerns and take them seriously. • Be punctual and well organised. • Ensure that all children receive a broad, balanced stimulating curriculum at the appropriate level using suitable materials - making reasonable adjustments based on need. • Provide children with a good role model.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- ICT Acceptable use and e-Safety policy