

# THE ROCHE SCHOOL

## Behaviour Management Policy

Policy Index: 1.5.1 Behaviour Management

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**Reviewed by:**  
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**Links with other policies:**  
Noise Policy Anti-Bullying Policy

### **Ethos**

We believe in a positive approach to behaviour management in which we highlight and reward the good, and do not emphasise the bad. Obviously, there are times when a gentle reminder is necessary, and we try to make this appropriate to the misdemeanour and the age of the child. On the whole children respond well when they know that the school has high expectations of them and that they are treated fairly and with respect.

### **Basic Principles**

- Of paramount importance is that all people have the right to come to school and be safe and secure from harm.

- *All* the people (teachers, volunteers and children) at The Roche School have the right to be treated politely and with respect by others.
- Our approach to behaviour management is to stress the positive and to recognise and celebrate good behaviour by children
- Children who choose to behave well will be rewarded and praised. Children who choose to behave badly will be made aware of this and sanctions applied appropriately.
- Our procedures for rewarding children who choose to behave well and for punishing children who choose to behave badly will be open, fair, graduated, straightforward and clear.
- There will be a progressive and differentiated approach to managing children's behaviour from Foundation Stage to Year 6. The basic principles will be consistent, but the application of rewards and sanctions will be appropriate to the child's age and stage of development
- Though behaviour management will be differentiated across the year groups the overall approach or 'The Roche Approach' will be constant and understood from Foundation to Year 6.
- All staff will do their utmost to implement our agreed policies in a consistent manner.
- We will work closely with children's parents and carers in encouraging all children to make positive choices to behave well. We expect all parents and carers to support our behaviour policy.

We try to develop and exemplify a moral code, which reflects care and respect for those around us. We aim to provide a safe, secure and accepting environment in which children can flourish and develop their play and learning without fear of being hurt, hindered or bullied by anyone. We aim to work in partnership with parents to lay foundations from which children can grow into happy, self-confident and well-adjusted individuals. This approach has come to be known throughout the school as The Roche Approach and children are introduced to it when they start school in Reception.

Children come to school to learn and play and should apply themselves appropriately. At the start of every term we have an Assembly altogether in which the school rules are highlighted and discussed using visual prompts to assist understanding for all children. We also hold additional separate assemblies for the Lower School and Upper School to recommend various games pupils can play with their friends in the playground as well as strategies to use when asking to join or decline invitations to games. Children like to have a sense of achievement and there are few who do not try as hard as they can to observe the school rules and moral codes. We believe they should take pride in their work and always aim to do their best.

Children must learn to be responsible for their own decisions. They should not blame others if their behaviour leads them into trouble. (eg. he/she told me to!) We actively encourage high standards of behaviour which help to maintain the moral and academic standards we achieve. We must also respect children's wishes and understand that they have a right to say no if they do not wish to participate in an activity.

We adhere to the Children Act guidelines on behaviour. Therefore, ways of dealing with unacceptable behaviour will always take into account the age and stage of development of the child. Unacceptable behaviour will be dealt with at the time they occur, will be relevant to what has taken place and will be fair. We require all staff, volunteers and students to use positive strategies for handling inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. In order to focus on positive behaviours the school has adopted a whole school system called 'The Roche

Approach'. Posters are on display throughout the school to remind children of the desired behaviours for effective learning as well as to foster positive relationships.

**The Roche Approach**

To make the system more effective the language of The Roche Approach is specifically tailored to the children in the Lower School (Nursery-Year 2) and the Upper School (Years 3-6). Where a child has Special Educational Needs but is in the Upper School the Lower School language may still be used if appropriate.

**Lower School** We

are helpful.

We forgive.

We share.

We are honest.

We listen to each other.

We are kind.

We do our best.

We treat other people as we like to be treated.

We forgive.

We share.

We are honest and live with integrity.

We listen to each other.

We are kind and helpful.

We do our best to be our best self.

**Upper School Privilege Time**

Children start each weekly cycle with 20 minutes of Privilege Time. This involves playing social games in class groups/year groups, and children are free to choose activities that they wish to participate in. In the case of Reception & Year 1 activities are planned in mixed ability groups. If a child has chosen to make incorrect choices, exhibits inappropriate/disruptive behaviour, or behaves in contravention of the school's Roche Approach they may lose one minute of Privilege Time. Privilege Time is only taken away in one minute increments to a maximum of 16 minutes to allow all children to participate in even a small part of the fun. This participation is then used to encourage better behaviour in future to help children retain their full entitlement of Privilege time.

**Red Cards**

Although this scheme was started on the Sports field, it quickly grew as a way of maintaining a calm and fair approach in the playground and then in the classroom. For low-level disruption such as repeated talking, a child will be given a verbal warning followed by an amber card as a warning to stop. Failure to heed these warnings will result in a Red Card. A red card means a demerit is issued and the child misses Friday morning break. All demerits are recorded in the Behaviour Book so that staff can see who is being given demerits, why, and by whom. This enables them to help the child by reflecting further on their behaviour.

**Incidents & Accidents**

Incidents and Accidents require separate forms to be filled outlining the nature, time and precise details. These forms are stored in the relevant files in the school office. The member of staff involved with the incident must fill in either the Incident/Accident Form and parents are notified where wither with a telephone call or by the class teacher at the end of the school day. All adults whilst on school premises are asked to avoid discussing a child's behaviour when in the presence of any child. All staff know and are reminded at the start of each term that they must speak to parents discreetly about their child's behaviour. If the class teacher plans to speak to a parent after school at collection time they know to do this discretely and away from other parents to avoid them overhearing this.

The simple rules that we have for children are all based on safety and caring for others.

They are:

- Children should be encouraged to listen to all school staff, (not just teachers), and not answer back or ignore instructions.
- We do not allow bad language and this will be discouraged in an appropriate and discreet way.
- Children with or without disabilities from all social and cultural backgrounds must be encouraged to interact, play and learn together in order to develop mutual understanding, care and respect towards each other. Any intolerance or bullying will be dealt with. Children should never suffer from this and should **ALWAYS** report incidents to the teacher or other adult in charge.
- On visits outside school we expect children to show consideration to other people, have good manners and move about as instructed by the person in charge. We reserve the right to exclude children who may not behave appropriately from any planned excursions, particularly where it endangers themselves or others.
- We expect the children to play and work sensibly in the classroom and not to interfere in the progress of others.
- Inside the building the children should move about safely and quietly if appropriate. Children may not:
  1. Rock on chairs
  2. Behave roughly with each other or with school equipment
  3. Misuse doors or try to stop others using them
  4. Bring matches, sharp objects or money etc. to school
  5. Exchange or take money from each other
  6. Play with sticks and stones in a dangerous manner in the garden
- Children are encouraged to be neatly dressed in school uniform to encourage their self-esteem.

When children behave in an inappropriate or unacceptable manner such as:

1. Physical abuse including biting, pinching, kicking or hitting;
2. Verbal abuse including name calling, racist or sexist remarks or teasing;
3. Bullying including pulling hair or snatching toys;
4. Spitting or making rude facial gestures.

They will never be:

1. Labelled as “naughty” as this word has negative connotations and is not appropriate to use at school;
2. Physical punishment will neither be used nor threatened for example there will be no smacking or shaking of a child and no pinching or biting back;
3. Reprimanded without being given the opportunity to explain their behaviour;
4. Reprimanded without being offered an explanation or reason why.
5. Sent out of the room by themselves
6. Singled out and humiliated

We use physical restraint/intervention, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of the witnesses) are brought to the attention of the Head Teacher and Deputy Head and are recorded in the Incident Folder. The child's parent is informed on the same day.

Children who misbehave will be given one-to-one support by talking about what was inappropriate and discuss why the behaviour was unacceptable. They will be offered the opportunity to suggest how to put things right and given advice on how to improve their behaviour so it is more appropriate. For children with particular difficulties around behaviour, which may have arisen for a wide range of reasons, extra support will be given – sometimes in the form of a special card with stickers on or encouraged (with their families) to work towards a reward for further improvements in behaviour.

Children will be encouraged to say “sorry” to a child if they have hurt them (purposefully or accidentally) or been unkind to them. They will be explained the importance of understanding why they are saying “sorry” and reminded to say it only if they truly believe it. If appropriate the child will be asked to give a hug to the other child or shake their hand.

There are times when reprimanding a child is necessary to underline the rules that are set. We care that the school should be a pleasant place of learning and those who upset this in any way should be made aware that this is not acceptable. Wherever possible we aim to encourage the children to make positive choices about their own conduct.

For some misbehaviour a reminder is usually sufficient but for persistent offenders other methods may be used. A child may be asked to sit quietly aside from the others and think about their actions before re-joining the group. In all cases, inappropriate behaviour will be dealt with at school immediately. Parents are always informed discreetly at the end of the school day.

If problems still persist the school will work together with the parents to find a solution. Systems used to promote positive behaviour for individual children include star charts, stickers, ink stamps and transfers. Children should be praised whenever possible and those who misbehave should be encouraged when they do behave.

Sometimes, liaison may be necessary with our Special Educational Needs Co-ordinator (SENCO). An IEP (individual education plan) may need to be compiled in consultation with the parents and the key teacher, which should decide on the action needed to help the child to progress. Occasionally we will need to seek additional advice and support from other childcare professionals such as an educational psychologist or occupational therapist.

**Rough and Tumble/Fantasy play**

Young children often engage in play that has aggressive themes such as superhero or weapon play. This behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

- We recognise that teasing and rough and tumble play are normal for young children and are acceptable within limits.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

- We recognise that fantasy play also contains many violently dramatic strategies eg shooting, ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune into the content of play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teacher input to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolutions.

**The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children’s efforts are valued and that progress matters.

**Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work.

**Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

**Rewards & Incentives**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of

good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Certificates and house points are given in recognition of good behaviour. Weekly certificates are given out in Lower School and Upper School Assemblies where children are praised in front of the entire group in attendance. At Whole School assemblies the Head Boy and Head Girl announce winners of various awards including Best table at lunch, Best child in the playground, Best class for keeping their bags tidy, etc. At the final assembly of each term House Point totals are announced and a small reward is given out to all children in the winning house.

**Houses & House Points**

The school operates a system of Houses and House Points. Each child is assigned and then belongs to one of three Houses (Red, Yellow, Blue or Green). House Points are awarded by a member of staff to reward and commend a child for good work, academic achievement, or behaviour. It can be for anything that the teacher feels that the child has done well, or even just better than previously where the child would benefit from positive encouragement and reinforcement. House Points are added up by the House Captains at the end of each term. At the end of each year the totals are taken and the colours for the winning house go on the House Cup.

**Complaints Procedure**

If parent's feel their child's behaviour is not being dealt with in accordance with the Behaviour Management Policy as laid out above, they are encouraged to contact the class teacher in the first instance – or an appropriate member of the Senior Management Team such as Mrs V Adams, Head Teacher or Mr Gilbert, Deputy Head. Parents are also welcome to follow the procedure for making a complaint as laid out in our complaints procedure policy.

**Pupils' awareness of the policy:** All pupils are made aware of the school's behaviour policy as it relates to their conduct. Pupils are made aware of Privilege Time, The Roche Approach and both how and why they are expected to exhibit positive learning behaviours. Children in the Upper School are aware that some demerits are awarded without warning and these are outlined below.

**Demerits may be given without warning for the following:**

Talking on the way to the park  
Talking in the line-up in the playground  
Failing to line up sensibly and quietly at the park.  
Talking in assembly.  
Forgetting homework or failing to do it without bringing in a note (at the discretion of the class teacher).  
Incomplete PE kit (at the discretion of the teacher).  
Running noisily up/down the stairs at any point. Swearing  
Hitting, kicking and biting.  
Eating on the stairs or landing.  
Poor behaviour in the lunch hall.  
Rudeness to an adult or child.

All other demerits are awarded following the procedure outlined below.

**A warning will be given before a demerit is issued for:**

Disruptive behaviour in class; such as calling out or distracting another child.

Failure to bring the correct equipment.

Any other anti-social behaviour deemed inappropriate by the class teacher/other responsible adult.

*In the case of continued disruptive behaviour in the classroom, a teacher should send a TA or another child down to the office to ask for SMT to come to the classroom where they will remove the child to the main office.*

**Behaviour' Report Card**

For consistent and repeated poor behaviour pupils may be placed on report so that behaviour can be more minutely observed and evaluated. Teachers draw up the 'Behaviour Report Card' detailing up to four Key Behaviour Targets. These are shared with the child and their parents in a meeting where a member of the SMT is also present. The report card is to be signed by the relevant teachers at the conclusion of each session and at the end of each day the child must share this report card with either Mrs Adams or Mr Gilbert. The child will then take the report card home and then discuss it with their parents. A pupil remains on report for up to four weeks and at the conclusion of this period a subsequent meeting is held with all parties to revise and evaluate its effectiveness.

Where report cards are required they will employ a highly positive, reward system which focuses on the child completing the required action/activity.

**More Serious Sanctions**

If a child's behaviour is considered to be seriously harmful or dangerous they may be suspended for one academic day. Should a child's behaviour not respond to the support and guidance offered as a result of multiple demerits and detentions and they warrant three suspensions in an academic year the school may look at the final sanction of expulsion. This decision will not be taken lightly and will involve a meeting with the class teacher, head teacher, the child and their parents.