



# **Rainbow Primary School**

## **Behaviour Policy**

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**Next Review: June 2021**

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## Statement of intent

Rainbow Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting acceptable behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining unacceptable behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which engages pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

\_\_\_\_\_

Headteacher

Date:

\_\_\_\_\_

\_\_\_\_\_

Chair of  
Trust

Date:

\_\_\_\_\_

## 1. Key roles and responsibilities

- 1.1. The Trust has overall responsibility for the implementation of this policy and the procedures of Rainbow Primary School.
- 1.2. The Trust has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Trust has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The CEO will be responsible for overseeing the implementation of this policy.
- 1.5. The Headteacher will be responsible for the day-to-day implementation and management of this policy.
- 1.6. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.7. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.8. Parents/carers will be expected to share responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.9. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.10. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.11. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to an adult in school.

## 2. Definitions

- 2.1. For the purpose of this policy, the school defines "**serious unacceptable behaviour**" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
  - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
  - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
  - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco in school
- Possession of banned items in school (see section 8)
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Not wearing school uniform
- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

2.3. “Persistent unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

### **3. Training of staff**

- 3.1. At Rainbow Primary we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

### **4. Pupil and Parent expectations**

- 4.1. Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires them to:
  - Conduct themselves around the school in a safe, sensible and respectful manner.
  - Arrive to lessons and school on time and fully prepared.
  - Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
  - Behave in a reasonable and polite manner towards all staff and pupils.
  - Follow classroom rules and procedures.
  - Show respect for the opinions and beliefs of others.
  - Complete classwork as requested.
  - Hand in homework at the time requested.
  - Report unacceptable behaviour.
  - Show respect for the school environment.
- 4.2. The school will ensure that pupils follow The Rainbow Code of Conduct by teaching them how to behave sensibly, such as how to:
  - Line up in groups when entering or leaving the classroom or school premises.
  - Walk quietly through corridors with 'tidy hands'.
  - Sit appropriately on school chairs, carpets, hall floors, etc.
  - Use appropriate voice levels and language, including manners.
  - Raise their hands when they wish to speak in class or assemblies.
  - Model good behaviour to other pupils.
  - Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- 4.3. Rainbow school rules are clear and few in number to enable all children to know and understand them. These rules are:

- 1. Be Kind**
- 2. Be Safe**
- 3. Do as an adult asks you the first time**

## **5. Rewarding good behaviour.**

- 5.1. The school recognises that pupils should be rewarded for their display of good behaviour.
- 5.2. The school will use the following rewards for displaying good behaviour:
  - Shining Stars (a weekly draw takes place in celebration assembly for 1 child from each key stage to win a prize)
  - Certificates
  - Postcards home
  - Headteacher awards
  - Verbal praise
  - Prizes
  - Stickers
  - End of term whole-class rewards
- 5.3. Rainbow Time : This is a 30-minute weekly reward of a range of exciting activities. Children keep their allocation of Rainbow Time by following the school rules during the week. If children's names moved down the class traffic light and are moved to red 5 minutes of rainbow time is lost. Parents are informed on a weekly basis of the amount of time their child has earned.

## **6. Unacceptable behaviour**

- 6.1. Unacceptable behaviour will not be tolerated at Rainbow Primary.
- 6.2. Breaking any of the rules will lead to sanctions and /or disciplinary action.

## **7. Sanctions**

- 7.1. There will be times when pupils do not live up to expectations and break the agreed rules. We believe that children need to discover where the acceptable behaviour lie, as this is part of growing up. These boundaries are clearly and firmly outlined below. Minor breeches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility with regards to the age of the child.

7.2. A traffic light system (Green, Amber & Red) is used in which a pupil is required to move their name down the traffic light colours when not following the rules. In this instance, the following system or warning and sanctions will apply:

1. Positive praise to bring all children onto task
2. Verbal warning as a reminder for a child / children to follow instructions
3. Name moved by child from Green to Amber on traffic light if behaviour persists
4. If behaviour persists then name moved by child from Amber to Red – 5 minutes Rainbow Time lost (this is recorded by the teacher)
5. If the behaviour persists the child moves their place and works in isolation in the classroom.
6. If the behaviour persists time-out in another year group (teachers form agreement between classes as to where pupils will be sent)
7. If the behaviour continues then the child is sent to a member of SLT.

A child speak version of the above sanctions alongside the agreed school rules will be displayed in all learning areas.

All names on traffic lights will be moved back to green at lunchtime and the start of a new day.

Teachers will track the loss of Rainbow Time over the course of the week and as a result a pupil could loss from 5 – 30 minutes of their Rainbow Time.

Pupils who have lost some or all of their Rainbow Time are required to sit on a chair during the classes Rainbow Time activities, observing Rainbow Time activities, without talking or been involved for a set amount of time. They may join in if any time remains after their time out is completed.

Pupils are allowed to earn back up to 5 minutes if they have lost 20 minutes or more, by being excellently behaved in the classroom.

7.3. Where serious unacceptable behaviour is displayed, as defined at the beginning of the policy, the above traffic light procedure does not need to be followed. Serious unacceptable Behaviour should be reported to SLT immediately.

7.4. If a pupil misbehaves on the playground, a warning will be given, if the behaviour continues then the child/children will be sent for time out next to the wall / fence. Serious unacceptable behaviour should be reported to a member of SLT.

7.5. At Rainbow Primary School, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

- 7.6. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 7.7. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- 7.8. All incidents of serious unacceptable behaviour, should be recorded on CPOMS.
- 7.9. The Headteacher will keep a record of all reported incidents.
- 7.10. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.
- 7.11. Following an allegation of serious unacceptable behaviour, the incident will be investigated by a member of SLT.
- 7.12. If, following an investigation, the allegation is found to be true, a member of SLT will issue the appropriate disciplinary action.

### Exclusion

Only the Headteacher or members of the senior leadership team can exclude a child and this must be on disciplinary grounds. A child may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

A fixed-period exclusion can also be for parts of the school day. For example, if a child's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a child outside school can be considered grounds for exclusion.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

A decision to exclude a child permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

If a child is to be excluded, the parent will be informed immediately, giving clear reasons for the exclusion and how they can, if they wish, appeal against the decision to the School Trust. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the School Trust about any exclusions.

The School Trust itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The School Trust has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the School Trust appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Lunchtime exclusion is a fixed period exclusion (equivalent to one ½ school day) and should be treated as such. Parents have the same right to be given information and to appeal. Arrangements should be made for children who are entitled to free school meals. In order to best support each child in the lead up to, or return from an exclusion, he/she may be placed on a modified time-table or phased return.

#### Modified timetable

A part-time timetable can only be used with the consent of parents/carers. Any proposal to use a part-time timetable will be discussed with parent/carer before the arrangements start.

Part-time timetables will only be used in very limited circumstances. For example:

- Where there are behavioural difficulties and the school is trying a part-time timetable as an intervention to try and avoid exclusion as part of a pastoral support plan (PSP) or a planned reintegration package.
- Where a child has a short-term medical condition that prevents full time attendance for a time limited period.

Children will be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements will be made to ensure that the work is marked; assessed and constructive feedback is given to the child.

## **8. Items banned from school premises**

### 8.1. Fire lighting equipment:

- Matches, lighters, etc.

### 8.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol

- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

8.3. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

8.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones
- Any other toys which are deemed hazardous.

## 9. Searching

- 9.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks & book bags.
- 9.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 9.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 9.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

- 9.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 9.6. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.
- 9.7. Any staff member, except for security staff, may refuse to conduct a search.
- 9.8. Following a search, the Headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

## **10. Confiscation**

- 10.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 10.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- 10.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

## **11. Outside school and the wider community**

- 11.1. Pupils at the school must agree to represent the school in a positive manner.
- 11.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 11.3. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

## **12. Smoking and drug policy**

- 12.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 12.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

12.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

12.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

12.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

### **13. Monitoring and review**

13.1. This policy will be reviewed by the Headteacher and The Trust on a 2 yearly basis, who will make any necessary changes and communicate this to all members of staff.

## Appendix 1 – Individual behaviour Plan



<b>Name:</b>		<b>Teacher:</b>		<b>SENDCO:</b>	
<b>SEN Stage</b>					
<b>Date of plan:</b>					
<b>Date of review:</b>					
<b>Behaviour targets:</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>					
<b>Methods and resources to meet targets</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>					
<b>Criteria for Success</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>					
<b>Positive Consequences</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>			<b>Negative Consequences</b> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>		

## **Individual Behaviour Plan**

## Appendix 2 – Agreed sanctions for serious and continuous unacceptable behaviour

