

RPA Behaviour Policy



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This policy has been developed to ensure that all staff, children, parents, carers and Governors are provided with the support and guidelines need to promote good behaviour and high standards of conduct across the school. In order to ensure that this policy is effective it is essential that **ALL** staff follow the guidance within this policy consistently.

Children's behaviour is central to the learning process and is an intrinsic element of education.

We aim to create and maintain a happy, caring and safe environment where all relationships are based on mutual respect and to develop a positive self-esteem in each child.

We are committed to maintaining high standards of conduct and quality of relationships where all members of the school community demonstrate the highest standards of personal conduct and should be treated with consideration and respect.

To achieve this we recognise the importance of having clearly stated and shared values.

Children ***are taught*** what acceptable behaviour is and are made aware of the consequences of breaking the rules.

Our behaviour policy will support these aims by:

- Developing a consistent approach in terms of expectations.
- Positively reward good behaviour.
- Modelling desirable standards of behaviour.
- Encouraging parents, governors and carers to work in partnership with the school.

Our expectations are that children should:

- Be happy and enjoy school.
- Develop positive attitudes and self esteem.
- Develop self discipline.
- Work hard to achieve their personal best- goals/targets.
- Understand and follow the Golden Rules.
- Respect all adults working within the school community.

Safeguarding – Child Protection

Redmarley Primary Academy fully recognises its responsibilities for safeguarding children and the current Safeguarding Policies will remain central to all activity in the school.

Parents

We work to establish a positive partnership with parents, promoting and maintaining high standards of behaviour. Where the behaviour of an individual child is causing concern it is important that all those working with the child are aware of the concerns and the measures taken as a response. The key professional figure in this process is the **class teacher** who holds initial responsibility for the pupil's welfare.

Golden Rules

The Golden Rules encompass all aspects of desirable behaviour and embody positive values and expectations. Children learn that these rules will guide and support them in their choices of appropriate behaviour.

1. We are gentle, we don't hurt others.
2. We are honest and tell the truth.
3. We always try our best.
4. We are kind and helpful and don't hurt other people's feelings.
5. We listen to everyone.
6. We look after property and don't damage things.

Rewards and incentives for good behaviour

We believe that children respond well to praise and positive encouragement to choose appropriate behaviour and we have a wide range of incentives and rewards in place. All staff praise the good behaviour of all children frequently and have their own systems of rewarding individuals, groups and whole classes. In addition to this there are whole school procedures:

Celebrations Assembly:

- Celebration assemblies are held when selected children receive special certificates for good work or behaviour.
- Celebration assembly is a time to celebrate other achievements and to foster positive relationships and attitudes.

Recognition and approval across the school may include;

- Verbal encouragement
- Smiles
- Tone of voice
- Recognition of achievement in assemblies
- Photos displayed.
- Praise
- Positive written comments on work (***See marking policy***)
- Public display of work
- Adult/peer group attention
- Positive feedback to parents
- Sporting achievements are recognised in celebrations assembly

Behaviour In and Around School

1. The Classroom.

The Golden Rules are the overarching rules of our school. Class teachers and children develop their Class Charters in line with the Golden Rules. These are devised in most cases in September and frequently revisited and developed throughout the year. Rules are kept to a minimum.

The children will be expected to follow classroom rules as part of their daily routine. Class rules are structured in such a way as to inform children of what they can do rather than what not to do.

2. The School Building

Pupils are asked to walk at all times in an orderly and quiet fashion. Children are also told to enter the hall quietly.

3. The Playground.

- At playtimes children should not re enter the building without permission from staff on duty both at break and lunchtime.
- Staff must be in their class at the end of morning play and lunchtimes to await the children.
- If unacceptable behaviour occurs, the member of staff will respond accordingly (see RPA Behaviour Code)

4. Toilets

Children are expected to use the toilets in an appropriate manner. At lunchtimes and break times children not needing the toilet can wash their hands in the classroom.

- To flush the toilet after use
- To wash their hands

5. Lunchtimes (All staff with particular reference to Lunchtime Supervisors)

We aim to provide a relaxed and enjoyable social time for our children whilst maintaining a calm and controlled atmosphere.

At lunch children are expected to....

- Quiet voices whilst inside the school.
- Toilet and wash hands before collecting lunchboxes.
- Children have allocated seats in the lunch hall. These will be changed on a termly basis.
- Quiet voices whilst eating their lunch. Remind the children of good manners. Do not talk with their mouth full, eat savoury food first, children should be encouraged to open their food themselves. Show them how to open crisp packets etc. with the expectation that they have a go themselves.
- ALL CHILDREN are to put their hand up to speak to a Lunchtime Supervisor. If a child gets out of their seat, ask them to sit down and put their hand up and then respond to them.
- When lunch has been eaten, children should:

1. Put hand up to let Lunchtime Supervisor know they have finished.

2. When told they should put lunchbox away in their school bag/ clear away their tray
3. Go to the toilet and wash hands.
4. Children can go out onto the playground at 12.30.

Outside

- Y6 Monitors are to put out and take in the playground/field equipment.
- Actively encourage children to play games. **Lunchtime Supervisors are to circulate at all times.**
- Good manners to be used at all times.
- Medical procedures should be followed at all times.
- A child is sent in 2 minutes before the bell rings to inform staff that the children will be coming in.
- When the bell rings the children stand quietly on the playground; each year group is then told when they can walk sensibly into school.

Disciplinary Procedures

If, at times, children do break the rules and behave inappropriately, it is at this stage that the sanctions within the schools behaviour policy come into effect.

The aims are:

- To provide a clearly defined disciplinary procedure with progressively severe sanctions for children who break the school rules.
- To enable clarity of the procedure which is clearly understood by all members of the school community.
- To ensure that all pupils will be dealt with fairly and consistently by any member of staff.
- At all times the behaviour is criticised and not the child.
- To establish a channel of communication through which teachers inform parents of undesirable behaviour on the part of their child.
- To involve parents as partners in tackling undesirable behaviour in children.
- To enable the school to monitor long-term patterns of behaviour in individuals and the school as a whole.
- To ensure that the child understands that they have a choice in the way that they behave and to guide them to make the right choices.

Sanctions

Sanctions are through a staged approach – see appendix A – RPA Behaviour Code. This approach leads from withdrawal of Golden Time, to referral to the Senior Teacher, then the Head, letters to parents, involvement of outside agencies and ultimately exclusion. As with all sanctions and rewards the staged approach is not rigid but flexible. Each incident should be judged by the staff involved and if necessary in consultation with others and a decision made on this basis.

Where anti social, disruptive or aggressive behaviour is frequent, sanctions alone may prove ineffective. In such instances a more detailed evaluation of the pupil's needs is made and as a result an Individual Behaviour Plan (IBP) will be established to help the child manage their behaviour. The SENCO, Head Teacher and outside agencies may be involved and specialist help may be sought. Parents are involved at all stages of the process.

Management of individuals who continually challenge

When individual children present continually challenging behaviour, class teachers should consult with the SENCo and the Head Teacher. Should a child's behaviour be considered to be unsafe or a danger to others, then the rest of the class should be removed and an adult should be sent for to remain (red card) with the child in need.

The SENCo should be consulted when it is clear that a child is not making progress in some of the areas identified below:

- Self – withdrawn, poor self image, unable to accept responsibility, frustration, early signs of disaffection, over anxious, self injurious, impulsive, unhappiness and stress

- Peers –co-operation/sharing, inappropriate language or aggression, overly possessive of equipment, rejection by peers, provoking conflict
- Adults – building relationships, accepting positive or negative feedback, following instructions, accepting support, inappropriate language or aggression, confrontational
- Work – avoiding tasks, self-direction, independent work, concentration, interferes/destroys work,
- Class – settling, accepting routine, coping with change, attention seeking, shouting out, abuses furniture and equipment, constantly on the move
- Social setting – participation, solitary, difficulty making friends, resolving conflict, provokes conflict leaving playground/ premises without permission

Lunchtime exclusions

Some serious and persistent poor behaviour may result in a child being excluded from the school premises at lunchtime. This sanction is only carried out following lengthy consideration and discussion with the Head Teacher, SENCo, Class Teacher and other adults involved.

Fixed Term and Permanent Exclusions

The Head teachers of RPA can exclude a pupil on disciplinary grounds. A pupil 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 does not have to be a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

For more detailed information see the document '***Exclusions from maintained schools, academies and pupil referral units in England***': Dept for Education 2012 – updated Feb 2015.

Bullying

Bullying in any form is regarded as an unacceptable behaviour and is not tolerated. Pupils are taught this through assemblies, PSHE lessons, circle time, class and group discussions. Pupils are regularly taught and reminded that bullies can only thrive in secret and that “telling” can break the cycle of bullying. It is essential to provide opportunities for children to be able to confide in an adult and for children to feel safe to do so. Children should be reminded that all the adults in school would treat such disclosures seriously.

If bullying behaviour is reported:

- It will be treated seriously
- The Headteacher, Senior Teacher and SENCo will be informed
- Parents of the victim and aggressor will be informed
- It will be tackled as soon as possible
- Incidents will be recorded, both in the Behaviour Book and the Bullying Log with follow up actions and outcomes
- School staff will be informed to increase vigilance
- Both the victim and the person demonstrating bullying behaviour will be supported
- The situation will be monitored

**** See RPA Anti Bullying Policy****

All Staff Responsibilities

Head Teacher and Governor Responsibilities

- To develop and maintain an ethos in the school where all members of the community treat each other with respect and feel valued.
- To ensure that all staff are informed of the school behaviour policy and feel comfortable with its implementation.
- To ensure that all staff understand the school's systems for managing behaviour and use them consistently.
- To support positive behaviour management through whole school celebrations and rewards, reinforcement in assemblies and praising good behaviour observed around the school.
- To follow up complaints of incidents of bullying and racism and act in accordance with the school's anti-bullying policy.
- To put in place systems to support the management of children who continually challenge.
- To support staff in their management of challenging children ensuring that at all times one senior member of staff is designated to be available to support any teacher in the event of the occurrence of a serious behavioural incident.
- To deploy staff to support behaviour management as deemed necessary.
- To support staff in meeting with parents of children who present challenging behaviour.
- To regularly monitor incidents of behaviour recorded.
- To ensure that all staff including Lunchtime Supervisors receive regular training in behaviour management of children and in dealing with difficult situations with adults.
- To meet regularly with SENCo, and Lunchtime Supervisors.
- To regularly monitor and review all systems and routines to ensure support for behaviour management.
- To monitor the quality of the playground environment

Recording, reporting and referring behaviour

The Head Teacher and SENCo must report regularly to the Governing body the behaviour in the school. This is carried out through the Health & Safety Committee and then reported to the full Governing body. This enables them to monitor the impact and effectiveness of the policy.

The behaviour recording and reporting must also be an aid to the Class Teacher and other staff working with the children to help identify and clarify the needs of the children they are working with. With regard to their behaviour, records should be used as part of the evidence of concern to identify children with Behaviour Emotional and Social Special Educational Needs and Disabilities. When this is required this evidence must be used to refer children for Behaviour support both in school and when referred to outside agencies

