



POSITIVE BEHAVIOUR POLICY

The purpose of this Behaviour Policy is to establish a set of positive guidelines based on the aims of Redmarley C of E Primary Academy. Our school community can only operate successfully when codes of conduct have been negotiated and agreed upon.

Discipline is the shared responsibility of all staff (both teaching and non-teaching) and parents. We are all particularly concerned with good behaviour. Our aim is to create a secure, happy school environment where all pupils feel safe, behave in a thoughtful, caring way towards each other and are sensitive to the needs of others.

We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This policy explains how we aim to do this.

The benefits of good social behaviour

At Redmarley C of E Primary Academy we believe that, because staff, parents and pupils value good social behaviour:

CHILDREN

- ❖ learn what good behaviour means
- ❖ learn to care for one another
- ❖ learn the value of friendship
- ❖ develop self confidence to do as well as possible in their school work

TEACHERS

- ❖ teach effectively with few behaviour problems
- ❖ meet the needs of all pupils
- ❖ make positive contacts with all parents

PARENTS

- ❖ Feel confident that their children are growing personally, socially and academically
- ❖ Know that their children will receive support when they need it
- ❖ Feel welcome in school to discuss concerns about their children in a positive atmosphere

As a school community we have agreed that we would like to foster the following positive attitudes:-

- ❖ Respect for one another regardless of age, ethnicity, gender, special educational needs and disabilities (SEND), religious beliefs, sexual orientations, age or any other recognised area of discrimination.
- ❖ Respect for property
- ❖ Honesty
- ❖ Trust and fairness
- ❖ Self respect
- ❖ Self discipline
- ❖ Kindness
- ❖ Being quiet and hardworking
- ❖ Being helpful to each other
- ❖ Being polite and friendly

How we will encourage and develop good social behaviour

We aim to encourage good behaviour by example in the way that we behave towards other children and adults.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. Praise is an effective and pleasant experience for all concerned and is fundamental to building and developing a child's self esteem.

Children should always be rewarded. Their efforts will be recognised in some of the many different ways detailed below. Our list is not exhaustive and not all these reward systems are used at all times. Staff make rewards relevant to cohorts, individuals, phase or session. Targets are set with specific behaviour goals on an individual, class, phase and whole school basis which are then rewarded accordingly.

- ❖ Public commendations in assemblies for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- ❖ Credits earned in Year 5 & Year 6 build up to bronze, silver and gold certificates. An award of 5 gold coins (£5.00) is given to any child that achieves 5 gold certificates.
- ❖ Achievement 'fish' to build our "picture wall" for R to Year 4.
- ❖ Smiley faces in books or on jumpers.
- ❖ Showing work to another teacher/Headteacher.
- ❖ Headteacher awards and badges
- ❖ Star pupil of the Week awards
- ❖ Appropriate entries in homework and exercise books.
- ❖ 'Goldentime' a collective class reward is used in Class 1.
- ❖ Individual rewards for classroom charts linked to free choice of activity e.g. Startime
- ❖ Informing parents in the newsletter.

Encouraging Positive behaviour

As a school we can help our children to develop positive behaviour by:-

- ❖ Being positive.
- ❖ Being consistent.
- ❖ Praising and encouraging.
- ❖ Applying rules fairly and firmly.
- ❖ Listening and taking time to acknowledge a child's efforts.
- ❖ Educating them to accept differences and disabilities.
- ❖ Helping each child to take responsibility for the outcomes of his/her behaviour and actions.
- ❖ Reminding pupils of classroom and school rules.
- ❖ Behaviour in school and at playtime

At play

Children are expected to play sensibly with each other. There should be no aggressive games ("play fighting", martial art techniques, head locks etc) and children must be reminded that their games must not put others at risk.

Lunchtimes.

Children are expected to show respect for midday supervisors and catering staff both in the dining room and in the playground. Praise and rewards are given for good table manners and good behaviour.

Bullying

No bullying of any kind, physical or verbal will be tolerated. With young children however, there must be a distinction between bullying and boisterous play. If a child is upset by another child they must tell their teacher, the adult on duty, or the headteacher.

If bullying behaviour happens it will be treated seriously and immediate action will be taken. The action taken will depend upon the severity and the frequency of the incidents.

Please refer to our Anti-Bullying Policy.

Encouraging children to deal with situations

Children in our school should be empowered to deal with situations of conflict and anger, and this is an important life skill to develop. This should be done through Circle time activities, Worship and assemblies as well as through specific class work and given roles within the school for some children e.g. school council; play leaders; lunchtime monitors.

Equality and being a Rights Respecting School

As a Rights Respecting School (UNICEF Accredited March 2011) we believe that equality at our academy should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the academy community should feel safe, secure, valued and of equal worth. Equality is a key principle for treating all people the same, irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

School and Classroom Rules

All classroom rules are displayed for the school community to view. Each class has its own set of rules which have been agreed upon between the teacher and the children themselves. These form our Classroom Charters which are linked to being a Rights Respecting School. There are also general rules that we work towards as detailed below.

- ❖ We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- ❖ We expect children not to call/shout out and talk over and above teachers or their classmates in loud voices.
- ❖ We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- ❖ If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- ❖ The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- ❖ If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. **Please refer to our Anti-Bullying Policy.**
- ❖ A system of rewards and sanctions operate to reinforce positive behaviour.
Do take the time to view our Classroom Charters when you visit us in Open Classrooms.

Stopping inappropriate behaviour

When the children forget our aims for good behaviour and are inconsiderate towards others it may be necessary to ensure that they make some form of reparation to prevent future recurrence. However, we do try to address the problem by:-

- ❖ listening
- ❖ establishing the facts
- ❖ judging only when certain
- ❖ praising honesty
- ❖ keeping calm
- ❖ being positive, building on relationships
- ❖ carrying out what we say we will
- ❖ being consistent and
- ❖ encouraging the children to tell us if there is a problem, e.g. bullying, physical or verbal.
- ❖ beginning a positive cycle to increase a child's self esteem.
- ❖ using target and achievement sheets
- ❖ involving outside agencies e.g. Behaviour support Team, Educational Psychologist

We recognise that a negative approach results in negative behaviour and as teachers we always prefer to find some aspect of the child's work or behaviour to praise.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. However, if there is persistent misbehaviour the following sanctions will be used:-

1. moving/isolating the pupil within the class
2. separating from the class
3. working within another class
4. one-to-one admonishment
5. withdrawal from a particular lesson or peer group
6. withholding participation in a school trip or sports event that is not an essential part of the curriculum
7. withdrawal of break or lunchtime privileges
8. withdrawal or suspension from extra curricula clubs
9. carrying out a useful task in the school
10. making pupil complete work/ writing lines
11. reducing break or lunchtimes
12. giving warnings. A warning can be for any lapses in good behaviour or the breaking of classroom rules already mentioned e.g. answering back, repeated chatting, ignoring the teacher, not doing as asked. These can be minor offences which may frequently occur. If there is repeated action, another warning is given and the child may be withdrawn from break time as a consequence.
13. ringleaders will be singled out
14. detention (24 hours notice for 30 minutes duration after school)?
15. in extreme cases a period of exclusion may be necessary (see Exclusions)

The above to be reviewed with CT/SENCo to start at beginning of Autumn 2017.

In instances of persistent and unacceptable behaviour the Headteacher is informed and all incidents will be logged.

Information to Parents

The school will endeavour to keep parents fully informed about behaviour issues and concerns related to their children. We will work with parents to find ways of assisting the child and assess the situation weekly. Parents can often provide a unique insight into the reasons behind major issues and be the key to successful behaviour management. It is vital that parents are involved and informed when things are going well too, and that positive information goes home on a regular basis. If deemed appropriate, in the long term, we will involve the Educational Psychologist or Educational Welfare Officer.

Positive Behaviour outside of the Classroom

In order to ensure that a positive ethos is set within the school and becomes part of the culture, it is vital that specific times of the day are well supervised and that our clear expectations of behaviour are reinforced. These are generally the 'public' (e.g. break times, end of school day, in cloakrooms,) and 'communal' times (e.g. end of term assemblies, productions, music recitals) where children can observe and adopt the positive behaviours of others. Outside of school it is important that all our pupils understand that they are ambassadors of the school and must always behave appropriately. They may be attending school trips or be at sporting events such as swimming galas, cross country or at football matches. This will also be the case when attending extra-curricular clubs

Worship and Assemblies

These are extremely important times where children come together in larger groups, and it is paramount that behaviour is seen to be good. Classes entering Worship or Assemblies should be silent, and the children should arrive ready to listen and contribute. Children who are not quiet will not be allowed to stay in the hall.

A whole school Celebration Time will take place once a week following Worship in order to ensure that children are publicly praised for their many achievements. These will then be shared with the parents in the newsletter.

Lunchtimes and Playtimes

These are times when many difficulties can occur.

- Staff are encouraged to involve the pupils in activities which will occupy them constructively and these activities are more successful if the staff participate (Skipping, Tennis, Ball games etc)
- The use of playground equipment also supports good behaviour.
- Older children are encouraged to be Playground Leaders. This is where they plan and lead playtime games for the younger children developing their leadership skills and promoting positive play

Rules of specific games will be discussed for appropriate areas of the playground in order to help children to structure their own activities

Exclusions

Redmarley is an inclusive environment and we would endeavour to keep children at our school where they can be best nurtured. Removal from class and placement elsewhere within the school can be an effective way of modifying seriously inappropriate behaviour, and this would be organised by the Headteacher in partnership with all staff

Only under the most severe of circumstances would a fixed term exclusion from the school be applied and only for matters where there was a significantly violent outburst, which endangered pupils and staff/or for extreme circumstances leading to major disruption of education for other pupils. In these circumstances, the school would ensure that excluded pupils had access to relevant learning activities for completion away from the school site.

Permanent Exclusions from the school would only be pursued when all other avenues of support have been explored, and where there remains a significant safety risk to children and staff/or where it has become impossible to guarantee successful uninterrupted learning experiences for other pupils.

A record of children at risk of exclusion will be kept by the Headteacher and regularly updated. This documentation will include the strategies employed by the school in order to support these children and avoid exclusion.

Related Policies:

This policy should be read in conjunction with the following policies:

- Child protection Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Home school agreement
- Safeguarding
- Rights Respecting Policy
- Supervision of Pupils before and after school
- Equalities
- Acceptable Use

Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request. It is the governors' responsibility and they will review its effectiveness annually. Staff and Governors will analyse and monitor any emerging behaviour patterns — revealed through, for example, an annual behaviour audit or a routine recording system — in relation to age, ethnicity, gender, special educational needs, disability etc. and take appropriate action to avoid bias.

We hope that it will be helpful in promoting a positive approach to the management of behaviour in our school. It is an important reference document for all staff (both existing and supply), governors, parents and any visitors who may wish to acquaint themselves with our philosophy and approaches to developing and maintaining positive behaviour within a caring school community.

Policy reviewed every 2 years

H S & S Committee

Next review due:

September 2017

Senior Member of Staff Responsible - Headteacher

Governor Responsible – Chair of H S & S Committee