

Rushwick Primary School Behaviour Policy

Principles

This policy is based on the following principles:

- Good behaviour is expected at all times in order that the children can thrive in a secure and happy environment, in line with our Christian ethos.
- Care and respect for self, others and the environment are of prime importance.
- Every individual has equal rights and the behaviour of any one person should not be allowed to adversely affect the rights and well-being of another. These are exemplified through P4C lessons and via assembly themes.
- Rushwick is a THRIVE School with two practitioners on the staff - Deborah Hulls (Deputy Head and Senco) and Trudie Staples (Senco support)

Aims

We aim to develop:

- Mutually respectful, positive relationships – amongst adults and children – in which issues are discussed openly and the feelings and opinions of everyone within the school community are listened to.
- Children with high self esteem, respect for property, other individuals and a sense of their own value as individuals.

Routines

It is important that routines are clearly established within the school as a whole and within individual classrooms. School routines are published in the school prospectus.

A timetable for the class is on display in each classroom for the benefit of all.

At the beginning of each school year, classroom routines and expectations are established with the children and teachers must be consistent in their application.

Code of Behaviour

Rules are established as an agreed way of behaving in order that everyone can be safe, happy and enabled to learn and develop to the best of their ability.

The “Golden Rules” of Rushwick School, agreed by children and staff, represented our values and are understood by the children as British Values. They are to:

Be gentle

Be kind and helpful

Be honest

Work hard

Look after property

Listen to people

Be ‘e’ aware

These rules are all-encompassing and may need defining in terms of the actual behaviour required for individual children and/or classes. At the beginning of each year, and other times as necessary, children are involved in a discussion to negotiate and agree the “Golden Rules of the Class”, based on overall rules of the school.

These rules, phrased in simple, positive language, are displayed clearly in each classroom and are used as a constant reference point for good or bad behaviour. When children are praised or sanctioned, they are reminded of which rule they have either kept or broken.

Reinforcement of Positive Behaviour (Rewards)

We strive to establish a positive atmosphere in school, with praise, thanks and kind comments given generously by staff and children.

We respect individual differences and abilities and children are rewarded for good behaviour as well as well as a range of achievements and efforts.

Range of Rewards in recognition and celebration of Positive Behaviour

For good effort, behaviour, keeping to the rules, doing what is expected.

Private praise

- verbal and/or written.

Public Praise

(e.g. tell the class, other teachers)

Golden time

For extra effort, success (related to

House points – one or more.

the individual) or good behaviour.

These are recorded in each classroom and on a chart near the main entrance and is managed by the school council

At the end of each term the House with the most points gets the cup.

For work/behaviour that is good for the individual, or consistently keeping to rules.

Raffle Tickets (for Prize Draw). These are given by lunchtime supervisors.

Class/group Rewards

Each class has, in addition to individual rewards and house points, a system negotiated by the class which is changed when necessary to maintain motivation, whereby they can earn a treat by collecting an agreed number of points for good behaviour. E.g. extra playtime. The class system is clearly displayed in the classroom and explained to other staff, including lunchtime supervisors and the Headteacher, so all can contribute to it.

Sanctions

When sanctions are necessary, they should be:

- Fair, measured and considered.
- Rule referenced back to the “Golden Rules”.
- Clear – the child must know what they are being punished for.
- Given in a way that maintains self esteem and gives the child a way of redeeming themselves. Punish the behaviour, not the child.
- Applied calmly.

Range of Sanctions

Minor contravention of rules:

Verbal correction.

Verbal warning.

Written warning – write child’s name on the board

If misbehaviour is more serious, or child constantly repeats the wrong behaviour:

Time out
for agreed time,
depending on child.

Sent to work elsewhere for the rest of the lesson.

Looses playtime. Child must be supervised and given something constructive to do. If the child misses two playtimes in a fortnight they will be sent to the Headteacher who reprimands, sets targets and records in "incident book".

If the pattern of misbehaviour continues:

Parental involvement is sought.

Action plan agreed for modifying behaviour. This may include: a home/school liaison book; working with educational psychologist; inclusion on the SEN register.

If the unacceptable behaviour becomes persistent, extreme or a child commits acts of violence, they will be at risk of exclusion. Parents will be formally notified in such cases. The school reserves the right to protect other pupils and adults from individuals considered a high risk to the health and safety of others. In such rare and extreme cases the school will consider exclusion on a partial (e.g. lunchtimes), fixed term or permanent basis. The LA's Children's Services will always be consulted with the aim of providing support for all parties, especially the child. The school is committed to working with parents in supporting pupils at risk of exclusion, including the setting up of a pastoral support plan.

Expectations of Behaviour

Expected behaviour at Rushwick School means:

- Being polite, to each other and to adults (i.e. we don't call anyone names they don't like; we don't use offensive language; we hold doors open and let others pass first; we don't interrupt unless it is an emergency; we say please and thank you etc)
- Walking inside school.
- Being quiet or calm at agreed times – i.e. going in and out and during assembly; at the end of playtimes; when a teacher has stated that it must be so – e.g. at certain times when working.

- Show respect and do what is being asked of them - our rules and expectations are fair and well-considered, so it is reasonable to expect them to be observed.
- Being considerate of other people – i.e. not causing undue disturbance in terms of noise; showing that we care about others e.g. by sharing, offering help, being friendly; allowing everyone in the group the chance to hear, work, be listened to.
- Being tidy – we respect our environment, both physical and natural. We put rubbish in bins, chairs under tables, coats and bags on pegs and equipment back in its place when it is finished with.
- Kind hands, kind feet and kind words.

Rules for Playtime

BE KIND Don't hurt anyone by what you say or what you do.

SHARE Equipment, friends and take turns on apparatus.

ASK If you need help or to go inside.

Walk in When the adults ask you to.

Remember!

Lunchtime support staff are responsible for your supervision during the lunch hour.

OUR GOLDEN RULES

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people
- Be 'e' aware

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