

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

ROLES, RIGHTS AND RESPONSIBILITIES

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The role of pupils:

- discuss the golden rules and class code of conduct with their teachers.
- understand the consequences for not following the golden rules.
- vote for members of their class to represent them on School Council

The role of teachers:

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all.
- ensure the golden rules and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- arrive in class in time.
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.
- inform parents about expected behaviour and seeking their support.
- avoid use of confrontational language.
- use proximal praise to reinforce expectations.
- ensure all children are noticed and receive attention in class.
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding.
- organise the classroom in a way that encourages successful learning by giving attention to space for working and movement, seating arrangements, access to materials and equipment, noise levels.
- plan activities appropriate to the ability, maturity and special educational needs of the children,
- be aware of safety issues when planning activities.
- establish procedures for giving directions about tasks.
- teach children about behaviour skills.
- plan and respond to individual needs to learn behaviour skills and self-regulation.
- provide opportunities for children to develop different kinds of relationships with one another.
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum.
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
- liaise with external agencies, support teachers, mid-day staff, parents and the deputy head / headteacher as necessary to support and guide the interests of the child.

- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENCo is set up.

The role of the Learning Support Staff (including Little Stars)

- being aware of relevant and accepted expectations and reinforcing them.
- being consistent and fair when giving rewards and relevant and proportionate when sanctions.
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them.
- being aware of procedures for giving directions about tasks and reinforcing them.
- teaching children about behaviour skills and self-regulation.
- reassuring, re-focusing and reaffirming tasks set for children.
- having high expectations of children.
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion.
- responding to children's needs swiftly.
- observing children and informing class teachers, deputy head, and/or the head teacher about specific incidents or trends in behaviour.
- encouraging respectful attitudes for others, the environment, property and equipment.

The role of MIDDAY staff members

- being friendly and approachable.
- being aware of relevant and accepted expectations and reinforcing them.
- being consistent and fair when giving rewards or imposing agreed sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them.
- support children's development of behaviour skills and self-regulation.
- having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour.
- encouraging respectful attitudes for others, the environment, property and equipment.

The role of parents and carers:

- the school work collaboratively with parents that children receive consistent messages about how to behave at home and at school.
- we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these.
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains they should contact the Chair of Governors.
- inform the school of any medical or social circumstance that might affect the behaviour of their child.
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.
- inform the school of any concerns about their own child's behaviour.
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- support and co-operate with the school in implementing the behaviour policy.
- respect the staff of the school and valuing their professional opinions.
- promote positive attitudes towards school.
- provide a good example of behaviour.

The role of Governors

- responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- the head teacher has the day to day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues.
- be involved in the development of the policy in accordance with the stated aims of the school.
- be informed about the successes of the policy in maintaining high standards of behaviour.
- ensure that the school has a behaviour and discipline policy.
- support staff in implementing the policy.
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives.
- provide opportunities for dialogue with children, staff and parents.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis, making reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents where a child is giving cause for concern. The Head teacher records incidents where a child is sent to her on account of seriously bad behaviour.

The Head teacher keeps a record of any pupil who is internally, fixed term or permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improve.

Reviewed: May 2021

Next Review: May 2022