

## Ringshall Primary School

### Behaviour Policy

Summer term 2010

Review Summer term 2011

Our behaviour management policy helps us to create a positive learning environment in which teachers can teach, and children can learn without disruption. The emphasis is on rewarding and encouraging good behaviour whilst dealing promptly, but fairly, with any misbehaviour.

It is based on the following beliefs about the rights and responsibilities of children and adults in the school.

We believe that everyone in the school community has the following **responsibilities**:-

- to be considerate of other people's feelings
- to be able to share
- to provide support for others
- to understand and accept the consequences of their actions
- to treat their own, and other people's property with respect
- to value others' contributions
- to listen to others
- to be honest
- to try their hardest
- to keep the school looking as tidy and attractive as possible
- to be punctual
- to acknowledge other people's feelings
- to respect differences between people
- to move sensibly around the school, showing awareness of other people's safety, as well as their own
- to let an adult know if someone has hurt or upset them so that the behaviour can be dealt with in an appropriate manner with recourse to retaliation.

We also believe that everyone has a **right**: -

- to feel valued
- to feel safe and comfortable in school
- to be offered stimulating work, matched to their abilities
- to have their ideas and opinions listened to
- to have their achievements recognised and celebrated
- to have sufficient time to rest and play

- to be allowed to learn from their mistakes
- to be comforted and supported at times of anxiety or stress
- to be treated with respect and not humiliated by others
- to be addressed by their correct or preferred name
- to have disputes with others sorted out fairly
- to know why they are being asked to do certain things
- to be treated as individuals

Children are taught about these expectations of behaviour in many ways - as part of classroom routines, during PSHE lessons, and in assemblies. As well as going through the classroom rules on a regular basis, teachers will also rehearse the kind of behaviour that is expected of pupils in a variety of situations, so that they have clear guidelines to follow at all times. In order to provide consistency across the school, it has been agreed that the general classroom rules should be common to all classes, (although they will be modified slightly for the youngest children) and that they should be displayed prominently in every classroom.

### Classroom Rules

- Follow instructions
- Keep your hands and feet to yourself
- Listen when someone else is talking
- Keep unkind words and thoughts to ourselves
- Keep our school looking clean and tidy

Having an agreed set of rewards and consequences provides staff with a plan to deal with inappropriate behaviour. Children will know exactly what will happen if they **choose** to behave well and what will happen if they **choose** not to. The system will be consistent from one person to another and from one day to another, and, as such, will be perceived by the children to be fair.

### Rewards

- Praise
- Sticker
- A 'Well Done' note
- Share success with someone else in the school
- Letter or phone call home to parents

Staff can also encourage and reward class-wide good behaviour through the use of class points.

## Consequences

*(N.B. These are hierarchical and should be implemented in order, other than in exceptional circumstances when reasonable adjustments should be made.) We use traffic lights as visual prompt for the children. All children start on green at the start of every day.*

- **A warning** that refers specifically to the rule that is currently not being followed.
- **Child moved away from the rest of the group for five minutes**, but somewhere where they can still take a full part in the lesson. Child moves onto an amber light. *(N.B. As soon as the child begins to follow the rules again, he/she should be praised for this, even when sitting apart from the others. They are moved back onto the green light.)*
- **If the child continues to break the class rules: they miss the first five minutes of playtime or the child is sent to another class with some work for 10 minutes.** *Child moves onto a red light.*
- **Parents contacted by the teacher**, either at the end of the day, or by phone call if the child has three consecutive days on the red light.
- **Severe Cause** - Head teacher sent for (use red card)

If a child fails to respond to the standard set of rewards and consequences, advice should be sought from the, Headteacher or SENCO, so that an individual behaviour plan can be drawn up by the teacher. Support maybe requested from the Behaviour Support Service at First base or Kingsfield.

This positive behaviour management should be in place throughout the day, including during assemblies, at playtimes and at lunchtimes.

## Monitoring and Evaluation

The Headteacher and Senior Teacher will monitor the implementation of the behaviour policy regularly, and reports will be made to the Curriculum Group of the Governing Body. At least one staff meeting a year will be set aside to discuss and review the effectiveness of the policy, and to consider any alterations that may need to be made. The policy will be shared with parents.

## Bullying

As the aim of our behaviour policy is to ensure that pupils learn in a supportive, caring and safe environment, we will work to ensure that positive relationships are fostered, and that children are free from the fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

### Preventative Strategies

We believe that by setting up the right kind of positive practices and relationships, we can help to reduce the incidence of bullying. These preventative measures include:

- being a 'listening' school, where pupils are encouraged to express their fears and concerns.
- actively promoting and rewarding positive behaviour with awards for displaying caring attitudes, friendliness, etc.
- using Circle Time to discuss issues that may arise during playtimes
- using older pupils as 'buddies' during playtimes, to help lead games and activities, helping to prevent children from becoming socially isolated.

### Definition

Bullying is defined as **deliberately** hurtful behaviour, which is **persistent** and **unprovoked**. It may take various forms, including physical, verbal and indirect behaviour. Examples of bullying behaviour include:

- physical (hitting, kicking, pushing, pinching)
- verbal (name calling, teasing,)
- indirect (excluding someone from play, spreading rumours)

All members of the school have a responsibility to recognise bullying and to take prompt action when they are aware of it happening. The child being bullied should always be assured that he/she has acted correctly in reporting the bullying.

### Dealing with incidents of bullying

- If a member of staff becomes aware of an incident of bullying they should report it immediately to the Headteacher.
- The Headteacher will interview all concerned and will record the incident.

- The Headteacher will inform the parents and class teachers of all the children concerned.
- Working with the pupils concerned, the Headteacher and class teacher will devise a plan to resolve the conflict, and create targets for acceptable behaviour in the future. They will also consider appropriate disciplinary action, which may include exclusion from part, or all of the playground, or, in some cases, a fixed term exclusion from school.

Pupils who have been bullied will be given the chance to discuss their experience with a trusted member of staff, and will be given advice on how to deal with any further incidents and which members of staff to refer their problems to. All efforts will be made to restore the child's confidence and self-esteem.

### **Reviewing the Situation**

The situation will be monitored by the Headteacher and class teacher, and reviewed after a month. Where necessary, the school will draw on the support of outside agencies, including the Behaviour Support Service and the Educational Psychology Service. However, if, despite all the measures taken, the bullying behaviour of the child persists, the school may have to consider permanent exclusion.

### **Monitoring and Review of the Policy**

The school will review this policy annually, alongside the Behaviour Policy, and will assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### **Exclusions from School**

If a child fails to respond to the steps laid out in these policies it may be deemed necessary to exclude that child for a fixed period of time. In extreme cases the child may be excluded permanently. This will be done in discussion with the Governors following the procedures laid down by the Local Authority.

