

RIDGEWAY PRIMARY ACADEMY



BEHAVIOUR POLICY

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OUR VISION

At Ridgeway Primary Academy our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

AIMS OF THE POLICY

1. Our aim is to provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
2. To encourage a calm, purposeful learning environment in the school.
3. To foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged
4. To encourage increasing independence and self-discipline.

EXPECTATIONS OF STAFF

1. To be an exemplary role model for children and colleagues
2. To respect all children and treat them fairly by the implementation of consistent rules and sanctions
3. To raise children's self esteem and develop their full potential
4. To provide a challenging and inclusive curriculum
5. To create a safe and stimulating environment that supports children's learning

EXPECTATIONS OF PUPILS

1. To work to the best of their ability, and allow others to do the same
2. To treat adults and children with respect and to be aware of the impact of their behaviour on others.
3. To follow the instructions of the school staff
4. To take care of and respect property within the school environment and community.

EXPECTATIONS OF PARENTS/CARERS/ GUARDIANS

As part of the Home/School Agreement, parents are expected to support the school's Behaviour policy.

1. To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations
2. To encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
3. To foster good relationships with the school and to support the school in the implementation of this policy.

EXPECTATIONS OF EXECUTIVE HEADTEACHER/HEAD OF SCHOOL

1. To implement the school behaviour policy consistently throughout the school and to support staff to do so.
2. To report to governors on the effectiveness of the policy
3. To keep records of all reported serious incidents of behaviour
4. The Executive Headteacher has the responsibility for giving fixed term exclusions for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be informed if either of these sanctions are used.

MOTIVATING APPROPRIATE BEHAVIOUR

Preventative measures

- Raising Pupils self esteem
 - Communicate a sense of importance
 - Ensure successful experiences
 - Emphasise children's responsibility by providing choices
 - Ensure quality PHSE is part of the curriculum
 - Display and celebrate children's outcomes

- Offering a well planned curriculum
 - Aim for Quality First Teaching within a broad , balanced curriculum
 - Ensure all activities are well prepared
 - Plan for and support SEN/EAL pupils
 - Plan for other adults in the classroom
 - Set challenging but achievable goals
 - Explain tasks well

- Providing a comprehensive programme of personal, social, health and citizenship education
 - Develop clear rules for relationships
 - Teach children to respond positively
 - Help children to be assertive
 - Work towards school aims
 - Provide high quality weekly PHSE lessons

- Good classroom management of time
 - Establish clear routines(end of lessons/day and activities)
 - Allow time for clearing up, questions and children to finish work

- Good classroom management of resources
 - Have clear movement routes
 - Allocate clear curriculum areas in the classroom
 - Ensure resources are easily available and kept tidy
 - Discourage wastefulness
 - Develop children's independence
 - Display children's work effectively

- Teach good work habits
 - Emphasise a classroom rule for the day or week and reward children for doing it
 - Ensure children know the rules and what they should be doing
 - Give older children the opportunity to assess and set targets for work habits

- Climate for learning
 - Be clear about the relevance of classroom activities
 - Cultivate a working environment which is comfortable, attractive, interesting and safe
 - Create a climate where children have equal status.
 - Establish a climate where there are clear expectations about behaviour and work habits
 - Encourage a growth mindset

- Conditions for personal growth
 - Growth mindset
 - Develop Routes to Resilience personal qualities
 - Respect
 - Trust in themselves and others
 - Acceptance so people can be themselves and express beliefs
 - Cooperation
 - Responsibility

School procedures for encouraging good behaviour

Aim: To show children that good behaviour is worthwhile

How:

- Remind children of school values/classroom rules
- Recognise and respond to the children doing something well.
- In EYFS and KS1 children will be rewarded with a marble for the class jar. When this is full children can vote for a class treat.
- Award team points, stars or stickers
- Give praise as reinforcement both publicly and privately
- Make our expectations clear
- Pupil's work is given recognition
- We inform parents of good behaviour through the school communication book and Gold Awards.

Values

Each class will display our values as well as negotiated class rules. These should be bright stimulating displays, which clearly indicate the value of the half term. Use of photos should be used to encourage children to interact with the displays

Gold Book assemblies

Gold Awards are given each Friday and can be linked to exemplary behaviour, improvements in attitude etc as well as good work

Moving around the School Behaviour

Teachers are responsible for the way their children move around the school when out of the classroom. Children must move quietly and walk. Teachers need to teach children appropriate behaviours for moving around the school. It is all adult's responsibility to challenge any inappropriate behaviour in relation to children moving around the school.

DEALING WITH INAPPROPRIATE BEHAVIOUR

Consequences

- The aim of a consequence is to discourage future misbehaviour
- We aim to keep the severity of a consequence to a minimum
- Children need to have a clear picture of the order of sanctions

Consequences need to:

- Be fair and consistent
- Be appropriate to the level of behaviour exhibited
- Be imposed in a firm, yet respectful way
- Communicate that the behaviour is unacceptable (not the child)

Behaviour procedures

The school employs a traffic light system that supports the school rules and ensures a safe and positive learning environment

Each class will have a warning (traffic light) system in place.

A child will move along this system if their behaviour does not improve following a warning either to the individual or the class

Green- All children start the day with their name on green.

Star- A child who behaves particularly well can have their name moved onto the star. Parents should be made aware of this through the school communication book.

Marbles- In EYFS and KS1 a child/class could also be rewarded with a marble to put in the class jar

Amber- A child's name will be moved to amber if they are not behaving as expected and /or for not stopping when behaviour has been corrected. If there are no further warnings then the child's name is moved back to green at the end of the session.

Red- A child's name will be moved to red if their behaviour continues to be poor. Red should be split into three sections, and correspondingly a child will lose 5, 10 or 15 minutes of playtime. In this time, they could complete work missed. The child's name will be moved back to green at the end of the session.

Teachers are to keep parents informed if their child's behaviour is a cause for concern. This may be through informal meetings at the end of the day, or for a more serious concern, in a formal meeting which may also be attended by the phase leader or a senior member of staff. If a child reaches red or if there is a serious misdemeanor then the child's class teacher will speak to the parent and /or a note will be put in the school communication book (to be counter signed by parents.)

A child will be moved to red for more serious misdemeanors.

Whenever a child has moved to red within a session (5, 10 or 15 minutes,) that child will miss a maximum of 5 minutes of Ridgeway time (KS2)

Each day is a fresh start.

Informing the phase leader

If a child continues misbehaving after the 15 minute red the child should be sent to the phase leader with the work they should be completing. If the child is still not cooperating they should then be sent to the Head of School in the first instance or if they are unavailable the Executive Head.

If poor behaviour continues and a child is frequently on Red it may be appropriate to introduce the star sheet to encourage the child to behave appropriately. Behaviours in this instance should be recorded so that staff can become aware of patterns in behaviour or triggers and therefore manage behaviour appropriately. The Head of School/Exec Head will be informed.

For a child who is still struggling with behaviour a behaviour support plan will be put in place – agreed between school, home and the pupil.

Serious Incident

Bullying, vandalism, theft, swearing, physical aggression, peer on peer abuse (see below)- parents are contacted by letter or by phone by the Head of School/ Exec Head. This step could lead to exclusion.

Peer on peer abuse

Ridgeway Primary Academy recognizes that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as “banter” or “part of growing up”. Please refer to the school’s Child protection policy for further details.

Clear and consistent use of rules

Our school values are:

- respect one another (RESPECT)
- be responsible (RESPONSIBILITY)
- Never give up (RESILIENCE)

Class rules

- Every class needs to devise their own rules based on the schools values
- Rules need to be concise and clear (positive language)
- Display rules, consequences and motivators in a prominent place
- Refer the class to the rules regularly
- Discuss class rules in phase teams to encourage general consistency between classes
- Review as appropriate

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Where pupils have special educational needs there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the Head of School/Exec Head, SENCO and class teacher. The SENCO may need to liaise with external agencies as necessary.

LUNCHTIME BEHAVIOUR

STEP 1 Correction of behaviour through a positive verbal conversation

Examples: being noisy in the hall, running in the hall, going on the grass once, silliness, rough play, poor manners

E.g. please could we keep the noise down, please don't run, remember we don't go on the grass etc

STEP 2 Time out -standing by the fence or the wall

Examples: repetition of step 1 after being corrected, teasing, going on the grass repeatedly, calling names, answering back, deliberately hurting another child, unsafe behaviour, lack of respect, not doing what they've been asked to do by an adult.

STEP 3 Second Time Out- in a day or several times in a week

Sent into teacher on duty and extended time out. Class teacher informed and child moves to amber. Name recorded in behaviour book –under the sink in the first aid room.

STEP 4 More serious Incident

Examples: Swearing, fighting, disobedience, insolence, damaging property, stealing, racism.

Child sent straight to teacher on duty who will inform the Head of School/Exec Head. Child will miss whole of lunchtime, move to red. Parents informed.

STEP 5 Serious incident (see above)

Report immediately to Headteacher who will contact parents.