



Rushton CE (VC) Primary School

Happy Learning Together

Behaviour Policy

Principles

Outstanding behaviour is a key ingredient to outstanding education. Poor behaviour impacts on teaching and learning and on the ethos of the school. Rushton School promotes a positive learning environment that rewards children for having a positive attitude towards learning and for working hard, both in and beyond curriculum lessons.

The aim of this policy is to promote good behaviour, self-discipline and respect. All staff have the authority of the school to both give rewards for good behaviour, and to sanction behaviour that is not acceptable.

It is vital that all staff follow these with consistency to ensure that all children feel fairly treated and all staff are supportive of the processes.

Positive Rewards

Children can demonstrate good behaviour in a number of ways. Any of these can be recognised through school rewards.

Teams – at the beginning of the school year, the children are organised into teams, these are blue, red, green and yellow. The teams include children from Nursery through to Year 4. The aim for each team is to collect as many pebbles as they can during the school week. Each Friday the pebbles are then counted and the team with the most pebbles win a reward. The pebbles can be earned for numerous reasons, some include:

- Hard work towards learning during lessons
- Politeness
- Helpfulness
- kindness
- Showing care towards other children/adults
- Using good manners
- Good behaviour at playtime and lunchtime (playing nicely with friends)
- Sharing equipment/toys
- Trying new things
- Challenging themselves
- Making progress in learning
- Understanding others
- Showing perseverance (not giving up)
- Being organised
- Completing work at home (reading, writing, spellings, maths, topic work)

Celebration Worship

Each Friday, the winning team receive recognition in celebration assembly and the trophy is decorated in the winning team colours. We also invite children to bring in any trophies, medals, certificates that they have received from out of school activities. Each week, each member of staff selects a child that they feel has earned special recognition during the celebration worship. Whilst parents and staff are present, each member of staff explains what the recognition is for and presents a personalised certificate.

Termly certificates – these are specific awards for different activities such as swimming, attendance, hand writing etc are presented at the end of term celebrations.

Children can also receive verbal praise, stickers, smiley faces in work books, golden time or free choice of a special activity if the whole class or group have worked very hard/behaved exceptionally well. Also the children's name card can move up on displayed 'traffic light' cards with the possibility of becoming 'star of the day'.

Sanctions

We make every effort to ensure that sanctions are applied calmly, firmly, fairly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive. School rules are displayed around school. Additional Class Rules may be added by each class teacher.

The school rules are attached – Appendix 1. There is an interpretation following them. There is a series of sanctions in school that all teachers and staff follow. As each situation is different it is difficult to follow the same procedure for each incident, however in general the below procedure will be implemented if it is low level disruption during lesson times.

- 1) A minor breach in rules will result in a warning.
- 2) Continued bad behaviour results in moving the child's name down the traffic lights to 'orange' (reminding them to PAUSE and THINK).
- 3) A second warning is given if the child looks likely to continue to be disruptive. A move to red could be automatic. (Red means STOP and THINK). Children on red at the end of a lesson will lose two minutes play.
- 4) A further two minutes play will be lost for each continuing warning.
- 5) Children losing more than 4 minutes play will be sent to the headteacher to spend time where directed by them. (Children missing morning play will be allowed to collect a piece of fruit to eat inside. Children missing lunchtime play will return to the classroom or the headteacher after eating).
- 6) Two visits in a week to the headteacher will trigger parents being notified of the sanctions incurred.

Children can be moved back up the traffic lights at any time during the lesson. Any move on the lights should be explained fully so that all children are aware of what issues are related to this behaviour. Children must always be clear which rule they have failed to follow. Whoever gives the sanction must ensure that the child is clear what led to it and agrees that the response is fair. The message is that sanctions are a result of choices made by the child.

Important features of sanctions include:

- Use of visual representations of expectations.
- A focus on the misbehaviour rather than the child. E.g. "that was an unkind thing to do" rather than "you are very unkind".

- A message about what the child has done wrong and what they should do in the future.
- An opportunity for the child to help 'mend' the situation.
- An emphasis on personal responsibility and ownership of one's own behaviour.
- Timing immediately after the misbehaviour wherever possible.
- Sanctions appropriate to the misbehaviour.
- Looking for the possibility of praise after the sanction, to encourage more positive behaviour.

The class teacher/Teaching Assistant will use their professional judgment on whether it is appropriate to phone parents/carers to inform them that their child has missed break and gone to the hall. Where the misbehaviour occurs at the end of the day, a phone call home to explain what has happened may be appropriate. Wherever possible, we work on the principle that each day is a fresh start.

Anger Management

Very occasionally, a child can struggle to manage their feelings, particularly of anger. If this is the case, they are encouraged to develop an appropriate calming down strategy that allows them to regain control and safeguards themselves and others. This often involves finding an activity that the child feels calms them quickly and providing a safe, well supervised area to do so. The aim is to teach the child to recognise certain feelings and deal with them before responding, so that responses can be appropriate and constructive. As soon as they calm sufficiently, they talk to the supervising adult about the cause of their anger.

In more serious situations or for consistent disruption and poor behaviour, parents will be informed at every stage. Regular meetings and follow up discussions will take place between either the class teacher or Headteacher or both and the parents. The children will also be included in these meetings to help them understand the seriousness of their behaviour and to come to an agreement about ways forward to improve their behaviour. At every point, the adults will help the child see the consequence of their poor behaviour and a sanction will be put in place. This is likely to result in loss of playtimes and any extra rewards such as golden time.

Serious misbehaviour

Severe misbehaviour is extremely rare but might include: failure to respond to the above, fighting/physical abuse, verbal abuse/swearing, deliberate damage to property, stealing, refusal to comply with a reasonable request from any member of staff or aggressive, dangerous behaviour which may put themselves or others at risk. This type of behaviour is the immediate responsibility of the head teacher or the senior teacher if the head teacher is not on site.

If a child refuses to follow a calming down strategy and there is a visible escalation of anger, the other children are instructed to ignore the behaviour and continue as normal. A sensible child is sent to fetch the head teacher and another member of staff. If the child refuses to leave the classroom, then the other children will be taken to another room/classroom to continue with their learning. They will be reassured that this is to allow the child to be able to calm down without distraction and that everything is ok. An adult will remain with the child until he/she has calmed down. The child is not touched or restrained but if they are throwing things, then where possible moveable objects will be removed away from the child.

Informing Parents

- Parents will be informed immediately of the problem.
- There will be a meeting with parents to discuss strategies for improvement in the child's behaviour and/or a warning of the next stage if the problem is recurring.
- Outside agencies may well be involved such as Behaviour Support or Educational Psychologist. Discussions with outside agencies, the SENCO and parents/carers will be necessary to ensure that there is no underlying condition eg a communication difficulty or mental/emotional health issues causing the misbehaviour.
- A Behaviour Improvement Plan (BIP) may be formulated in consultation with the parents, class teacher, SENCO and child.
- The Head teacher has the legal option of suspension on a short term basis, or permanently excluding the pupil, should all else fail, following consultation with the Chair of Governors. We follow the DFE Exclusions procedures/policy as recommended by Staffordshire LA and Staffordshire LA documentation in relation to the exclusion procedure.

Short term suspension or permanent exclusion is always a last resort solution after the school has tried everything else. However, on extremely rare occasions it may be used to protect other pupils and staff, and to ensure their right to teaching and learning is protected.

Bullying

Please see separate anti-bullying policy.

Supporting Children with Additional Needs

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children they may have a specific underlying condition/need which should be taken into account. Approaches used to support these children could include:

- Continued discussion, involvement and liaison with parents.
- Discussion with the child about the behaviours
- Providing additional support in liaison with the SENCO
- Implementation of a behaviour plan
- Consultation with outside specialist support eg medical advisors
- Involving external agencies eg Autism Outreach

Any approaches used will be reviewed regularly and adapted as necessary.

At Rushton, we value a strong and supportive teamwork approach. Where teaching staff are experiencing a child with behavioural difficulties in their class, we will all work together as a whole school to support, guide and help. The negative impact on staff wellbeing of having to manage sometimes complex and difficult behaviour, resulting from additional needs is strongly recognised. Priority will be given to resources and training aimed to resolve the difficulties swiftly.

Dyslexia Friendly Statement

As dyslexia friendly school, our teaching and learning strategies support all children and reflect our positive inclusive culture. It is recognised that the difficulties some children with dyslexic tendencies face, may result in low confidence and self-esteem which in turn may result in unwanted behaviours. Through our dyslexia friendly teaching and learning strategies we enable all children to make progress and achieve success. This minimises pupil frustrations in learning and feelings of 'failure'. Please see our Dyslexia Friendly Policy for more information.

The use of reasonable force to control and restrain pupils

Following the issue of guidance from the DfE (January 2016) these are the very limited circumstances in which the use of restraint is appropriate:

- Where a pupil's behaviour is at risk of causing injury to him/herself.
- Where a pupil's behaviour is likely to cause injury to others (adults or children).
- Where a pupil's behaviour is likely to cause serious damage to property.
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Summary

This policy is intended to have a positive effect on the wellbeing of all members of the school community.

Policy reviewed: 17.11.16



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We will...

- 1) Use kind words to other children and adults.
- 2) Look after my things and help to keep the school tidy.
- 3) Keep my hands and feet to myself.
- 4) Respect other people's things.
- 5) Let an adult know if someone has upset me or made me feel sad.
- 6) Help other children to learn and get better in any way I can.
- 7) Always do my best.