



Rushton CE (VC) Primary School

Happy Learning Together

www.rushton.staffs.sch.uk

Committee	FGB
Approved by Governors	Sept18
Review Date	Sept 19
Cycle	Annual

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 CE (VC) Primary 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 give both 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, from September 2018 these are; Egypt, Israel, Mexico and India. 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 for their team. Each Friday the pebbles are counted and the team with the most pebbles are the winning team for the week. 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 worship 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 throughout the week. Whilst pupils, parents and staff are present, each member of staff explains what the recognition is for and presents a personalised certificate to them.

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

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.

Behaviour system

The behaviour system for Nursery and Reception is shown on the left below. This is age appropriate and based around the weather system. Each child's name card starts the day on Sunshine and they can move to Over the rainbow or even higher to Pot of gold for displaying excellent behaviour, however if their behaviour deteriorates, their name card is moved to Rainy.

The behaviour system for children in Year 1-4 is shown on the right below. Owl and Badger classroom and the school hall has the system displayed and it includes the following stages:

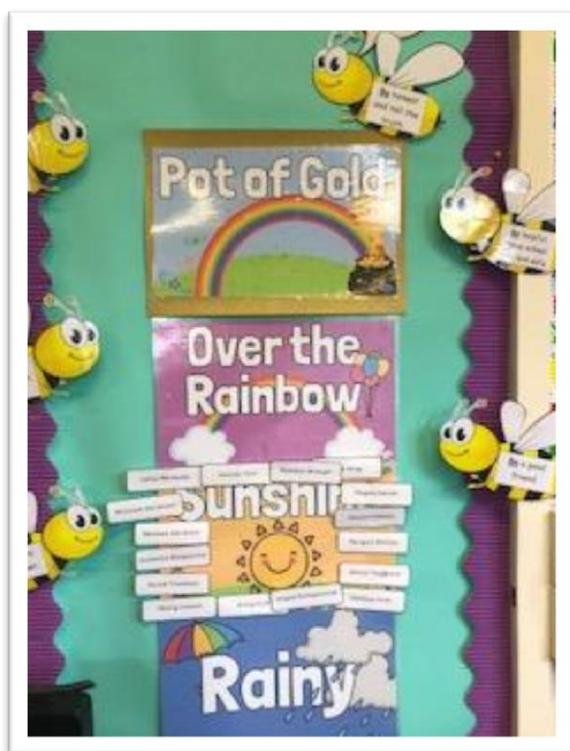
Super Star - Gold Star

Going Great – Green

Neutral – White (starting point each day)

Think and turn your behaviour around – Amber

Disappointing behaviour – Red



Each child has their own name card that is placed on 'White' at the beginning of the day or at the beginning of the afternoon session. Throughout the day the children can have their name card moved to 'Super Star' for excellent behaviour and attitude or it can move downwards to indicate an individual's behaviour or attitude is deteriorating. If the child is placed on 'Amber', the child needs to 'think about' their behaviour and improve it rapidly. If they fail to do so, this can result in their name card being moved to 'Red'. This does not demonstrate a good level of behaviour or attitude and will have the consequence of missing five minutes of playtime either that day or the day after.

Sanctions will be given calmly, firmly, fairly and consistently. Quiet, private reprimands are often more effective than public ones. Name cards are returned to 'White' at the beginning of the day or at the start of the afternoon session so as not to dwell on poor behaviour but reward good behaviour.

With the children's input the 'Be Code' has been introduced to help reinforce 'how to be good'. Appendix 1 shows the Be Code. 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. Any move on the 'behaviour system' should be explained fully so that all children are aware of what issues are related to their behaviour. Children must always be clear which rule they have failed to follow. The member of staff issuing 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:

- A focus on the misbehaviour rather than the child. E.g. "that was an unkind thing to do" rather than "you are very unkind"
- Identify which, of the 'Be Good Code' has been forgotten.
- 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 member of staff will use their professional judgment on whether it is appropriate to telephone parents/carers or to speak to them at the end of the day, or to inform them that their child has missed some of their playtime. 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. If parents are contacted, we hope that their support is given to help their child understand the importance of good behaviour. Often, once a parent has had a conversation with their child about their behaviour, it can have a positive impact and school see an improvement in behaviour and attitude.

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, reduced time during any extra rewards, such as golden time.

Serious misbehaviour

Severe misbehaviour is 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 for safety reasons. 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 exclusion or a 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 on the school website.

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.

School staff will also follow the DfE guidelines on Use of reasonable force

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Summary

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



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Our 'Bee' Code

