

Radburn Primary School **Behaviour Policy**

Introduction

The implementation of this policy is based on the theory of 'Protective Behaviours.'

We recognise that all behaviour is a form of communication.

This policy is underpinned by the clear understanding that all behaviour is a matter of choice with a consequence.

All staff at Radburn School are responsible for the implementation of the Behaviour Management Policy, throughout the school, and will be involved in its annual review.

The policy is reviewed through the Senior Leadership Team (SLT) and views from the staff, children, governors, parents and carers are sought. The School Council will also undertake an annual review.

The SLT are also responsible for the induction of new members of staff and this is monitored through the completion of the induction pack.

This policy should be read in conjunction with the policies for -

- Exclusions
- Bullying
- Restraint
- Child Protection
- Racial Harassment

This policy can be viewed by all interested parties on the school website www.radburn.herts.sch.uk

Aims and Objectives

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

We seek to create a caring, safe and secure learning environment in the school by:

- Promoting positive behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Promoting a sense of pride in Radburn School
- Ensuring fair treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and shared procedures.

School organisation:

Our school ethos/philosophy is central to establishing and maintaining high standards of behaviour. In order to promote positive behaviour we will:

- Have clearly understood and displayed school, class and lunchtime rules
- Communicate clear, consistent expectations throughout the school
- Recognise and reward positive behaviour
- Create a caring, calm environment
- Provide a stimulating and differentiated curriculum
- Promote the children's involvement and commitment to all aspects of school life
- Involve the school council

Classroom organisation:

This is the responsibility of the class teacher to implement according to whole school policy. If a child has to be removed from the class for any reason this must be at the discretion of the teacher in charge.

It is important that our children know the boundaries for acceptable behaviour.

It is important that we have common expectations of the children across the school and that we are consistent in our responses. We will ensure that:

- We show respect for the children
- We give praise and rewards for positive behaviour
- We value every child
- We are fair and consistent
- We have high expectations of both work and behaviour
- We set clear, common guidelines and rules within the classroom and these are understood by all appropriate adults, including supply teachers
- Where there are examples of inappropriate behaviour which need to be addressed we express clearly that it is the behaviour and not the child of which we disapprove eg we never tell a child that he/she is 'naughty', 'badly behaved' etc.
- We allow the children to explain their negative actions and make reparations as soon as possible
- We will always be aware that a child needs time to calm down, in a safe place, after an incident, before any meaningful discussion can take place. This may take up to 30 minutes
- We will establish a mutually respectful relationship with parents and carers and we will refer to this policy when appropriate

Rewards for Good Work and Behaviour

At Radburn we have a well developed system of positive reinforcements which pervades all our dealings with children. We have listed some below:

- Golden Time
- Positive look/verbal praise
- Written comments in books
- School merit system*
- Sharing work with the class
- Roles of responsibility
- Stickers, stamps and certificates
- 'Star of the week' in Nursery
- Showing work in sharing assembly

- Sharing work with parents/carers
- Direct praise to parents at the end of the day
- Sharing work with the Headteacher/Deputy
- Class Gold Book and school Gold Book
- Merit certificates Displays of work
- Displays of work
- Dining Room stickers

* School merit System

Children can be given merits by all staff in the school; they can be given for behaviour, kindness, politeness, good work, etc. Children are verbally told why they have been given them unless it is for good work and it is written in their book. Each child has a merit card to collect their merits on, a gold star stamp is used to stamp the card, once the card is full the child receives a merit certificate in Friday sharing assembly and their photo is placed on the board in the hall until the following Friday. Merit cards and certificates are colour coded and masters can be found on the Learning Platform. See Appendix 1 for further details.

However our overall aim is that children will be able to self-regulate and develop a love of learning, respect for themselves and others and thus the need for rewards will lessen. We will support the children to develop these skills through our PSHE curriculum, including SEAL (Social and Emotional Aspects of Learning), BLP (Building Learning Power), Protective Behaviours and Ready to Learn Strategies. We will also use key staff to support individual children as necessary.

Sanctions

Sanctions are needed to respond to inappropriate behaviour. However our overall aim is that children will be able to self-regulate and there will be no need for sanctions.

Sanctions will not be used against the whole class, for individual children's misdemeanors. However there may be times when a collective responsibility approach is needed.

The leadership team will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

SEE APPENDIX 1 for Golden Rules and rewards and sanctions

Playtimes and other Non-Structured times

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. However, in order for all children to enjoy this time they need to behave in an appropriate manner in accordance with school rules.

Jeanette Wilson is the Mid-day Supervisory Assistants (MSA) in charge of behaviour at lunchtimes and she will resolve any issues that arise relating to the rules and consequences

SEE APPENDIX 2 for Playtime Rules and rewards and sanctions

Behaviour and the Special Educational Needs (SEN) register

Children who offer consistently challenging behaviours may, with their parent/carers permission be placed on the Special Needs register. The class teacher will with support from the SENCO (CEN co-ordinator) and the staff of the Primary Support Base (PSB) devise a behaviour recovery programme with specific targets developed to support the child's behaviour. Should the child reach School Action Plus of the SEN register appropriate support

may be sought from the Educational Welfare Officer, Educational Psychologist, Educational Support Centre, or Behaviour Support Team, including the Primary Support base.

In exceptional circumstances a child may require a Statement of Special Educational Need relating to extremely challenging behaviours.

Bullying

This school recognises and affirms the right of every child to learn in a safe and secure environment.

Definition of bullying -

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups). As described by the DFES10/95

We take a proactive approach to bullying as well as responding when an incident occurs. As part of our approach we regularly provide opportunities through circle time, as well as assemblies or other times to reflect on what constitutes bullying and appropriate reactions to it. This is undertaken through Personal, Social and Health Education and SEAL (Social and Emotional Aspects of Learning) materials.

Children who are the victims of bullying are encouraged and helped to:

- Feel able to speak to whomever they feel comfortable telling.
- Not feel guilty or ashamed.

Staff are aware of the signs of bullying and will record, monitor and then devise an action plan. All incidents will be recorded in the log kept in the staff room and monitored by the Deputy Head. These steps and the cause will be discussed with parents/carers in order to achieve a successful conclusion. (see separate policy) If a record is made in the 'bullying' book a capital B is placed on the staffroom board so staff can read the report.

Harassment

Harassment including racial, sexual, and persistent teasing will not be tolerated. All incidents are considered serious and dealt with immediately according to the identified structures.

Truancy

Absences and lateness are monitored by staff and persistent lateness or poor attendance is reported to the Headteacher.

The Head Teacher and Attendance Officer will monitor and liaise with parents as appropriate.

If further action is necessary the Attendance Officer in conjunction with CSF (Childrens Schools and Families) will pursue it. The school is required to publish its numbers of authorised and unauthorised absence.

Internal exclusions

Repeated inappropriate behaviour that does not improve following support programmes implemented by the class teacher or SLT, or one off incidents, may result in an internal exclusion.

These will be carried out in line with APPENDIX 1.

A Code of Conduct Agreement may be set up between school, parent/carers and child.

Formal Exclusions

Repeated inappropriate behaviour, which includes bullying and racist incidents, that does not improve following support programmes, parental involvement or sanctions may result in a fixed term or permanent exclusion of the pupil. SEE APPENDIX 1

One off, incidents of a more serious nature may result in a fixed term or permanent exclusion. These may include:

- verbal and physical assaults on another person
- damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school

The child's age and the nature of any disability will be taken into account when these decisions are made.

The decision to exclude can only be taken by the Head teacher, or in her /his absence by the Deputy Headteacher. Exclusions will follow the Hertfordshire Guidance on Exclusions.

In cases of an exclusion a letter is sent to the parents/carers detailing the reasons for the exclusion and the period of exclusion. The parents/carers should then contact the school to make arrangements for the collection and marking of work during the exclusion.

Parents/carers can appeal against the Headteacher's decision by contacting the Governing Body who will arrange a panel to hear the parents/carers appeal within seven working days. CSF will be notified of the exclusion.

The child should be brought to the school following the exclusion to see the Headteacher before being allowed to attend class. At this meeting an attempt will be made to resolve any problems and to impress upon the child and parents/carers the seriousness of the situation and an undertaking to modify the behaviour.

Off-site Visits

This policy also applies when children are off-site. If behaviour becomes unacceptable and meets any of the above criteria or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

Off school premises

This policy applies to children when they are on school premises. However, any incidents that are brought to our attention, when the children are in Radburn school uniform, and could potentially bring the school in to disrepute, will be dealt with in partnership with parent/carers.

Physical Restraint

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal *offence*, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Before such action the staff will employ a wide range of strategies in order to avoid this action.

This progression of actions in response to their negative behaviour should be clearly communicated to the child in an *effort* to distract the child. All incidents of safe holding will be recorded in the Register of Physical restraint. See policy.

Conclusion

Ultimately it is the child who chooses and is responsible for his/her actions. We work to make positive behaviour rewarding so that the resulting optimum environment is achieved for the benefit of all.

Head teacher
Date

Chair of Governors.....

DEVELOPING MINDS AND CREATING SMILES

RADBURN GOLDEN RULES

We will:-

Respect:-

- ourselves
- each other
- property

Behave:-

- by being gentle, kind and helpful
- following adult instructions
- by accepting consequences
- by using quiet and friendly voices
- by walking inside

We all know we can ask for help if we don't understand

Remember to:-

- come to school organised and ready to learn
- make the right choices
- listen to others and use them to support our learning (WTEAM)

LEARN WELL, BE SAFE, BE HAPPY!

GOLDEN RULE REWARDS

1. Verbal praise
2. Stickers, merits, ticks, certificates
3. Extra play
4. Golden time
5. Refer to Senior Leadership Team
6. Letter to parents or carers

GOLDEN RULE CONSEQUENCES

In the classroom:

Stage 1: Rule reminder

Stage 2: First warning

Stage 3: Second warning (this can be reduced to one warning or no warnings at the discretion of the class teacher)

Stage 4: Five minutes loss of play

Stage 5: Yellow card - internal exclusion for rest of session, or following session, if less than half an hour.

Two yellow cards in quick succession will result in fixed term exclusion.

This will be at the discretion of the head teacher depending upon age of child or nature of SEN/D.

In and around school:

Stage 1

- Reminder of school rules followed by a verbal/visual warning

Stage 2

- Adult dealing with situation will then tell child that he/she will speak to child's teacher and recommend a consequence.

Stage 3

- Teacher and adult, involved, will decide on an appropriate consequence.
- If there has been a repetition of similar behaviour and no positive changes have taken place then the teacher will decide when to refer to senior leaders and will also contact parents or carers.

Stage 4

- This will also include classroom behaviour which has gone beyond classroom rules.
- This will be an internal exclusion for a fixed period.

- Senior leaders will decide where and how long.
- If another incident occurs and reaches stage 4 then a fixed term exclusion of two days will take place.
- In all cases if there are similar incidents then the fixed term exclusion time will be increased.
- This could ultimately result in a permanent exclusion.

DEVELOPING MINDS AND CREATING SMILES

RADBURN PLAYTIME RULES

We will:-

- respect adults and each other and property
- ask adults if we need to go inside
- keep our hands and feet to ourselves
No playfighting! No physical!
- stop at first whistle
- walk to classroom door and wait to be greeted by an adult
- walk into classroom quietly

We all know we can ask for help if we don't understand.

We will remember to:-

- share equipment

- be kind to each other
- include everyone

PLAY WELL, BE SAFE, BE HAPPY!

PLAYTIME REWARDS

1. Verbal praise
2. Stickers - general good behaviour, following rules well, showing good skills eg in dancing.
3. Merit slips - being a good friend, helpful, being a good role model.
4. 'Fair Play Person of the Week' Award - medal and class get an extra play. Award given Friday assembly.
5. Playground 'Praise Stars' - for consistent, exceptional behaviour award will be displayed outside for a week.
6. Letter to parents or carers.

PLAYTIME CONSEQUENCES

Stage 1

- Reminder of rules. Verbal/visual warning. If child carries on or breaks another rule then:

Stage 2

- Stand with an adult for two minutes. A written record kept from this stage.

Stage 3

- Stand with an adult for 5 minutes.

Stage 4

- Lose rest of playtime/lunchtime.
- For these stages the child is to stay at the side of the adult dealing with the situation.

Stage 5

- Following non-compliance of stage 4 or a repeat of stage 4 within a five day period or frequently over a period of weeks or a frequency of stage 3 incidents over a week.
- An incident form will be completed by the adult who has dealt with the child to this point.
- For a serious incident, serious physical abuse, deliberate damage to property etc).
or for not complying with stage 4 above.
or for several incidents that have reached stage 3.
- Refer to senior leader on duty.
- Senior Leadership Team will inform teacher. Teacher will contact parents/carers.
- Two day lunchtime exclusion from playground.
- First day to be spent with senior leader discussing appropriate behaviour.
- Second day, accompanied by lunch time supervisor in Foundation Stage, to observe good social skills. Last 10 minutes discussion with senior leader to discuss what has been learnt. (Playtime sessions outside to put positive behaviour into action.)

Stage 6

To be dealt with by Senior Leader. For repetition to Stage 5.

Five day lunchtime exclusion. Three days will be an exclusion off school grounds; parents or carers to collect 12 o'clock until 1 o'clock.

Two days to be spent in school as above for Stage 5.

If another incident occurs there will be a fixed term exclusion of at least 2 days.

Any further incidents will result in further exclusions which could ultimately result in a permanent exclusion.

During all stages work will be done to support the child's social and emotional needs. Including a Pastoral Support Plan for any child who had had a fixed term exclusion.

