



REDLAND SCHOOL BEHAVIOUR POLICY

Redland Primary School Behaviour Policy

Reviewed by	Veronika Joy/John Smith Acting Headteachers January 2018
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Redland School Behaviour Policy

The aims of our Behaviour Policy are:-

- To create an environment conducive for learning
- To provide the children with a framework of values and attitudes which will prepare them for their future life
- To provide the children with an understanding of themselves and others, working towards a development of self-discipline, good manners and courtesy
- To encourage children to be responsible for their actions
- To have high expectations of behaviour at all times

In school assemblies during the first term the children help generate our School Rules. These are displayed around the school and are currently based on the list of expectations below that we expect from everyone at Redland:-

- Good manners
- Including and involving others
- A positive attitude
- Collaboration and cooperation
- Taking responsibility
- Care and consideration
- Kindness
- Resilience
- Good listening
- A good effort
- Respect and self-respect
- Honesty
- Safe actions and choices
- Having a go

These rules also apply when visiting public places and on residential trips.

As an extension to the School Rules each class has their own Rules which are discussed and displayed.

Class Targets or expectations might also be used to reinforce positive, good behaviour.

Year 5 and 6 pupils are given the role of "Helping Hands". This involves Year 5 & 6 pupils wearing bright distinctive bibs bearing the Helping Hands logo during the morning and lunchtime break. All children are aware that this group of children are there to support and help during any minor incidents which may occur – they are the first port of call before intervention by MDSAs or teaching staff. The Year 5 & 6 pupils are given instruction and mentoring in class discussion.

The key characteristics of establishing positive behaviour are:-

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- A commitment to the school by all staff, pupils and parents
- Having effective and appropriate methods of communication
- Involving the whole school in decisions on positive behaviour
- Appropriate behaviour is modelled by all adults working in the school
- On a regular basis 'behaviour' is discussed and reviewed by the School Council
- To support parents if the need arises on behaviour issues out of school
- To recognise and applaud good behaviour

We also have a Behaviour Contract and Home/School Agreement which is given to every parent upon entry. We expect parents to sign this and return it to school as recognition of their support.

When dealing with behaviour issues the following strategies could be useful:-

- Maintain a positive view of the child
- Remove child from the audience
- De personalise the situation
- Encourage eye contact at all times
- Remain calm
- Listen to what the child has to say
- State clearly your interpretation of the facts
- Discuss the implications of the behaviour in question
- Outline the consequences/next steps
- Consider the following:-
 1. Does the incident need recording?
 2. Does it need discussing with another member of staff?
 3. Does the Headteacher need informing?
 4. Do we involve the parents at this stage?

Always remember it's the behaviour that is disliked, not the child.

How do we reward?

As a school we openly acknowledge examples of good behaviour and these are rewarded with stickers, certificates and praise from other members of staff. A star of the week is awarded by teachers. The system we have in school is 'Marbles in the Jar'. Individuals, groups and whole classes, or even the whole school can be rewarded marbles for displaying good and positive behaviour and learning. When the jar is full, the class can agree a treat or privilege. Marble treats normally occur between 3 and 5 times a year. Individual teachers also use their own incentives for good behaviour. Classes can also receive class points for positive behaviour / actions and each term a class from each key stage is celebrated for getting the most points. In KS2 teachers use Dojos an online reward system to acknowledge aspects of good behaviour.

The outcome of inappropriate behaviour can lead to:-

- Verbal warning
- Removal of marbles from jar at the teacher's discretion.
- Classroom/Playground/Time Out
- Loss of break time (Teacher or TA to supervise)

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- Sent out to another class. (Child to be escorted by TA or Teacher with explanation of incident)
- Sent to the Headteacher to give an explanation of events leading up to inappropriate behaviour
- If deemed serious parents will be asked to come into school to discuss their child's behaviour
- Appropriate consequences and behaviour strategies will be discussed and agreed. In serious cases internal school exclusion or a fixed exclusion from school may be given
- An apology will also be given at an appropriate time to people concerned
- If a child is responsible for wilful damage the parents will be asked to recompense the school
- Children will be given a 'Behaviour Book / Chart' if there are persistent problems
- If these strategies prove unsuccessful, or if parents and the school feel there is a need, an Individual Behaviour Plan will be drawn up and outside agencies contacted.

These steps may not be followed in this sequence if the incident is of a more serious nature.

OUT OF SCHOOL ACTIVITIES

(See also Procedures for School Visits and Outings)

Seriously inappropriate behaviour on school visits/trips will result in the child being returned to school/home.

Behaviour which endangers a child's own safety or the safety of others will result in that child being removed from the group/activity.

EXCLUSIONS

Exclusions will be given where the Headteacher and Senior Management Team feels necessary. Inappropriate behaviour will result in a 'fixed period of exclusion'.

Exclusion is an extreme sanction and is only administered by the Headteacher, in agreement with the Senior Management Team. Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Use of inappropriate language
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson

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- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour, including a culmination of inappropriate behaviours.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Exclusion will be enforced when other pupils or members of staff are deemed to be seriously affected by that pupil's presence in school/class. The school will follow guidelines set out by the Local Authority.

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