



## REDLAND SCHOOL BEHAVIOUR POLICY

Reviewed by	Veronika Joy
Date of Review	July 2022
Next Review Date	July 2023

## **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

### **REDLAND SCHOOL RULES**

**Be kind.**

**Be respectful.**

**Be responsible.**

As an extension to the School Rules, each class has their own expectations which are created and agreed as a class. These are used to reinforce good behaviour.

Year 5 and 6 pupils are given the role of “Helping Hands”. This involves Year 5 & 6 pupils wearing bright orange 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 playground issues 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.

Year 6 pupils are also given the role of “Buddies”, where they are buddied with a child in FS2. The purpose is to act as role models and support these children throughout their first year at Redland School.

When dealing with behaviour issues the following strategies should be used: -

- Maintain a positive view of the child
- Remove child from the audience
- De personalise the situation
- 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

### **Rewards**

As a school we openly acknowledge examples of good behaviour and these are rewarded with stickers, certificates and praise from staff. A star of the week is awarded by teachers, this is awarded to reflect individual children who have made sustained effort throughout a week in learning behaviour. In FS2 and KS1, positive behaviour is encouraged through in-class displays. In KS2, teachers use Dojos - an online reward system to acknowledge aspects of good behaviour.

The headteacher rewards pupils for demonstrating consistently good conduct in school.

# Redland Primary School Behaviour Policy

---

Individuals, groups and whole classes can be rewarded marbles for displaying positive behaviour and learning. These are collected as a class. When the jar is full, the class can agree a treat or privilege.

## Sanctions

The outcome of inappropriate behaviour can lead to: -

- Verbal warning
- Removal of dojos or marbles
- Classroom/Playground/Time Out
- 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 or ongoing, 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 exclusion from school may be given
- If a child is responsible for wilful damage the parents may be asked to recompense the school
- Children may be given a 'Reward Chart' to encourage positive behaviour and to monitor behaviour progress
- 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.

## **OUT OF SCHOOL ACTIVITIES**

Appropriate risk assessments will be carried out to ensure inclusivity and safety. This may result in additional staffing or parents being asked to accompany their child(ren).

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

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

## **RECORDING OF INCIDENTS**

As indicated on the 'Sanctions flow chart' (Appendix A), incidents should be recorded on pupil's files on CPOMS by the class teacher, when it is felt that a change in the pupil's learning environment will support them in changing their behaviour.

Behaviour which is notably out of character or that requires immediate adult assistance (e.g. one pupil intentionally injuring another pupil) should also be logged in this way.

## **EXCLUSIONS**

Exclusions will be given where the Headteacher feels necessary. Exclusion is an extreme sanction and is only administered by the Headteacher, in agreement with the Senior Leadership Team. Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which

# Redland Primary School Behaviour Policy

---

constitute examples of unacceptable conduct as identified in Wiltshire County Council reasons for exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual abuse or assault
- Misuse of drugs / alcohol / tobacco products
- Damage to property
- Theft
- Persistent disruptive behaviour

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.

*Redland School pupils were involved in drafting this policy, primarily around devising the new school rules.*

## **Appendix A**

# Redland Primary School Behaviour Policy

---

Sanctions within school flow chart:

1. Verbal warning given to pupil: reminding child of expected behaviour, the reason for a warning and setting out how they can make a positive change and encouraging them to do so.



2. Change of space within the learning environment: reminding the child again of what behaviour is expected and that they have been moved to support them with managing their own behaviour within class.



3. Change of learning environment to the parallel class: Explanation of reason for moving (to pupil and parallel teacher), expectations clearly set out for behaviour moving forwards. At and from this point, the incident should be logged as a comment on the pupil's file on CPOMS.



4. Child to discuss their behaviour with a member of the SLT (either Assistant Headteachers or SENCo), identify sanctions and to reiterate behaviour expectations and how a positive change can be made in their behaviour.



5. Child to discuss their behaviour with the Headteacher, identify sanctions and to reiterate behaviour expectations and how a positive change can be made in their behaviour.

**End of Document**