



## Redhill Primary School - Behaviour Policy



### Statement.

At Redhill School our aim is to create and maintain a calm, warm environment for all members of the community, based on mutual respect and shared values. This means that all children are encouraged to take appropriate responsibility for managing their own learning behaviour in order that they develop self-esteem, self discipline, independence and a shared ownership of the school. Promoting good behaviour throughout the school is a shared responsibility and requires us all to ensure that:

- Children understand what kind of behaviour is acceptable and the reason why some kinds of behaviour are not acceptable.
- The environment is attractive, welcoming and reflects the involvement of the children and their families.
- Parental co-operation is recognised and their support in the area of behaviour management is valued; parents support the values and ethos of the school.
- Children are given opportunities to explore their own attitudes, values and behaviour and take increasing responsibility for themselves.
- We provide good role models showing consideration and respect for each other, for children and their families.
- Any unacceptable behaviour is dealt with promptly and consistently in accordance with this policy – Class teacher / Teaching Assistant, Behaviour Lead (DHT), then Headteacher.
- Children are given opportunities to build on their self-esteem and confidence and are not threatened by sarcasm or a sense of failure.
- We support each other in the development of good classroom management skills - probably the single most important factor in achieving good standards of behaviour.
- In line with the Rights Respecting Schools Award, children's rights are at the heart of all that we do at Redhill.

## Redhill School – A Rights Respecting School

Redhill Primary School is proud to be a UNICEF Rights Respecting School.

Our Behaviour Policy incorporates the following Rights in respect of UNICEF's The Convention On The Rights Of The Child:

- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- **Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- **Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes
- **Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- **Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- **Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way.

### Our School Rules

**I will show others that I respect and care for them by:**

- ❖ Always sharing equipment
- ❖ Always remembering to say please and thank you
- ❖ Listening carefully to what someone has to say
- ❖ Always speaking to others as I wish to be spoken to
- ❖ Taking turns when speaking to others

**I will take care of things around me by:**

- ❖ Tidying up my work area
- ❖ Putting things back where they belong
- ❖ Picking up things from the floor
- ❖ Taking care of all books and equipment

**I will be safe in and around school by:**

- ❖ keeping my hands and feet to myself
- ❖ telling an adult if I have a problem
- ❖ telling an adult if I see a problem
- ❖ not encouraging others to take sides
- ❖ behaving responsibly online

## To be an independent and responsible learner I will:

- ❖ work independently when asked to do so
- ❖ listen carefully to instructions
- ❖ always do my best
- ❖ know what targets I am currently working on
- ❖ ask and answer questions
- ❖ have a positive and resilient attitude to my learning
- ❖ always be organised and prepared by having the right equipment in school

## Class Rules

These will be negotiated with each class at the beginning of the year, and term. They will be:

- linked to the Rights of the Child
- written up and displayed prominently
- phrased in a positive and child friendly way
- referred to consistently when necessary.

## Individual Rewards.

### 1. Non verbal

- Positive body language, e.g. thumbs up, smiling

### 2. Verbal Praise

- Positive praise (ensure praise is appropriate for the individual, not all children like public praise)
- Use the child's name
- Smiley faces on the board

### 3. Positive written comments

- Effective use of marking policy
- Sending home an **excellence slip** to recognise excellent achievement in any area. Child's name will then be displayed and entered into a lucky dip at the end of each half-term.

### 4. Achievement Cards.

- These can be used for commendable / special deeds in all aspects of achievement.
- The children will start a new achievement card every year

- first complete card – **Bronze certificate**
- second complete card – **Silver certificate**
- third complete card – **Gold certificate**
- fourth complete card – **Super Gold**
- fifth complete card – **Platinum**
- sixth complete card – **Super Platinum**

### 5. Assemblies.

- Every Friday there will be a Celebration Assembly in which children will be presented with certificates for a range of achievements. These include 'Star of the Week' and a 'Good work' certificate. There will also be a focus on the wider curriculum in these assemblies.

## 6. Lunch times.

- Every Friday there will be a 'top table' in the dinner hall. This will comprise of a table decorated with a table cloth, flowers, cutlery and plates. Each week the dinner supervisor will choose a child from each class who has demonstrated good behaviour at lunch time. This may include good manners, playing co-operatively or being a good friend. This child will then choose a friend from their class to join them on the 'top table' that Friday.
- Dinner staff receive regular training to ensure they can manage behaviour effectively.
- See also Lunchtime Policy

## Whole Class Awards.

### 1. Class Squares.

- These are given by all members of staff to recognise achievement of the whole class group.
- Every 10 squares that are filled in, the class will receive a small treat which is decided on by negotiation with teacher and class
- On completion of 50 and 100 class squares a reward can be negotiated with the Head teacher.
- When there are specific aspects of class behaviour that staff wish to improve upon the square may have a specific focus.

## Sanctions.

The table below identifies the processes used to deal with behaviour issues in a progressive order. It identifies who will be involved and also includes the stages of 'Framework for Intervention.'

The first steps in the process are how issues are dealt with in the classroom. At Redhill, we see this consistent approach as best practice in terms of giving children appropriate opportunities to turn their behaviour around and to take responsibility for their own actions. The emphasis is always on the behaviour of the child and not the child themselves. It is important to us that 'every day is a new day' for pupils in terms of their behaviour and that they always feel they have the opportunity for a fresh start.

Process	By whom
<b>1. Expectation</b> Remind children what you expect at the beginning of session. Be brief & to the point.	Class teacher / other adult
<b>2. Verbal Reminder</b> Using child's name, give quiet reminder of what they are meant to be doing. Give a warning that if the behaviour does not stop, their name will be put on the 'sad side'. Before the start of the next session, quietly go over to the child and remind them of your previous discussion. Try to make sure that you address the behaviour and not the child. Stay calm, quiet and non-threatening and matter of fact. Relate to 'Rights' where possible.	Class teacher / other adult
<b>3. Reprimands.</b> If behaviour does not improve, remind them of your expectations. Use of sad face on the board can be used at this point. Warn child that they will need to move to another area of the class or to another class if it continues.	Class teacher / other adult

<p><b>4. Moving / Time out in another class.</b> If a time out is given, ensure that the child is accompanied by a time out slip which identifies length of time out and reason. Ensure something is provided for child to work on. Teacher sending child to ensure that the slip is filled in and sent with the child. Receiving teacher to pass on to Behaviour Lead (N Sullivan)</p>	Class teacher / other adult
<p><b>5. Behaviour Lead (N. Sullivan)</b> If behaviour issues persist or for more serious incidents involving aggression, pupil to be sent to see Behaviour Lead. For racist or homophobic incidents, pupil to be sent directly to Head Teacher. Parents will receive a letter.</p>	<b>Behaviour Lead</b>
<p><b>6. Weekly contract (Red Card)</b> For persistent behaviour issues, Behaviour Lead will put pupil onto a red card in order to improve their behaviour. This will put the emphasis on the positive. Behaviour lead will initiate and go through targets with child. Child will take card to Behaviour Lead at the end of each day to review.</p>	<b>Behaviour Lead</b> Teacher
<p><b>7. Parents informed</b> Behaviour Lead will write letter to inform parents about concerns over behaviour</p>	<b>Behaviour Lead</b>
<p><b>10. External intervention</b> Teacher, Headteacher and DHT (Behaviour Lead) may need to seek external intervention or implement fixed term or permanent exclusion.</p>	<b>Headteacher</b>

### Procedures for dealing with serious incidents.

#### Who do I inform?

1. There are certain offences which may by-pass the system and should be reported immediately to the **Head teacher**.

These are:

- Severe and / or persistent bullying (also see Anti-Bullying Policy)
- Racist incidents
- Assault or violence of a threatening nature
- Offences relating to alcohol / drugs

2. Daily incidents will be referred to the DHT (Behaviour Lead) or other SLT member who will make a record of the incident in the Behaviour file (in DHT's office).

3. If there are several incidents occurring at one time, e.g. during one lunchtime, refer to the Behaviour Lead for support.

4. A letter will be sent home to parents to inform them of any serious incident. Once completed, letters should be given to office staff with Year group clearly identified. They will then copy and send out, putting one copy in Behaviour file and one in teachers' pigeon hole.

5. If a child records **three** serious incidents in one half-term the Behaviour Lead will then invite parents in to discuss behaviour and future targets / outcomes for the child.

### **Pupils' conduct outside the School Gates.**

Teachers have the statutory power to discipline pupils for misbehaving whilst off the school premises if witnessed by a staff member. The teacher may discipline for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school.

### **Confiscation of inappropriate items.**

The power to discipline enables a member of staff to confiscate and retain a pupil's property as a punishment and protects them from liability to the damage to, or loss of, any confiscated items.

School staff also have the power to search without consent (as set out in guidelines) for weapons, knives, alcohol, drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of searching as described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and Governing bodies.'

Further information can be found in the school's Care and Control policy which deals with the circumstances around the physical restraint of pupils.

### **Lunchtimes.**

The above guidance also refers to incidents which take place at lunch time.

In addition, see separate **Lunchtime Supervision Policy**

*Nicola Sullivan – updated September 2019*