



Roos C.E. Primary School

Behaviour Policy

Our vision statement: Together we care, learn and shine.

The following policy is underpinned by our Christian values: Friendship, Forgiveness, Truth, Trust, Respect and Responsibility.

Overview

Good behaviour, self-discipline and respect is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the schools life. Expectations must always be high. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. Staff should engage in conversation with children regularly to build relationships so that when a child does fall foul of the system he/she knows that the member of staff is a fair person who is genuinely interested in their wellbeing. Staff should remain positive and in control at all times.

The use of rewards and sanctions will reinforce good behaviour. (WOWW, Working on What Works) will be evident in all classes, at lunchtimes and throughout the school. We will work in partnership with parents to ensure that the school's Christian values become central to the lives of learners.

We Believe

- Pupils have a right to learn, to feel safe and be happy.
- All adults including staff have a right to feel safe and be happy in carrying out their respective duties.
- Children behave best when they are happy.
- Children are happiest when they are well motivated and learning to do things such as reading, writing, discovering, creating and working together.
- It is essential therefore, that there is a partnership between every member of the school community (Teaching and non-teaching staff, governors, parent/carers and pupils.) Messages to pupils about their behaviour must be the same and the pupils need to know that teachers and parents/carers support each other and that we all care about them. There must be a whole school approach.
- The school should never "give up" on any child and always find time for individuals whether they are the victim of bad behaviour or the cause of it.
- Exclusion would be a last resort and only applied in the best interests of the pupil concerned and as a result of fears for the safety of others.
- Discipline is about caring for the individual child and a positive standpoint is essential to achieve ultimate success.

Objectives:

1. To create an ethos of good behaviour in school that involves all members of the school community. This will ensure that children are happy, secure and safe.
2. To provide children with strategies to modify their own behaviour when necessary.
3. To provide the children with clear guidance on how they should deal with any incidence of bullying they suffer or witness.
4. To define good and bad behaviour.

5. To achieve a consistency of approach from all staff, teaching and non-teaching.
6. To raise the esteem of children.
7. To reward positive behaviour.
8. To apply a system of sanctions, fairly and consistently when bad behaviour occurs.
9. To be clear and unambiguous as to what is expected, and when and how the rewards and sanctions apply.
10. To ensure that reasonable adjustments are made for children with behavioural difficulties and that their needs are met.
11. To provide strategies that enable staff and pupils to reduce tension and avoid conflict.
12. To reduce the opportunity for bad behaviour to occur.
13. To act on isolated incidents to prevent bullying from occurring.
14. To build relationships.
15. To base any criticism on the behaviour not the child.
16. To provide all staff with the skills required to be adaptable and proactive.
17. To provide confidence that the policy will and does work.
18. To provide support mechanisms for staff, parents and pupils where needed.

Roles and Responsibilities

Staff

Ultimate responsibility for the day to day management of school discipline rests with the Head Teacher.

Every member of staff when in contact with the children has a responsibility for conducting themselves in a manner which is consistent with this policy. All staff should be entitled to support from the school management when they are having difficulties in dealing with bad behaviour. If necessary, training will be provided. Personnel will normally be involved with behaviour issues as follows:

1. Parent – Teacher – Head Teacher.
2. Supervisor - Senior Supervisor – Head Teacher.

Staff Training

Discipline should be annually an agenda item on the meetings of teaching staff, TA's, governors and lunchtime staff. This is to ensure evaluation, review, improvement and reinforcement of the policy and procedures.

Termly meetings will be held for the lunchtime supervisors. The extra time will be paid for out of the school budget. Advice and support on discipline and policy issues will be offered. The school aims to ensure at all times, an informed approach to lunchtime procedures, which are totally consistent to the school's approach and ethos.

Good Behaviour

The following definition has been formed through consultation with all pupils in Roos C.of E. Primary School.

Good behaviour is: everyone treating others as they would wish to be treated themselves. In school it also means completing work to the best of one's ability.

The following words and phrases can therefore describe good behaviour

By being : caring, forgiving, generous, supportive, trustworthy, polite, kind, helpful, friendly, patient, on time, tidy, gentle, truthful, sensible, quiet when required, good mannered, co-operative, considerate, loving, responsible, respectful, sensitive to the needs of others, being a good friend.

Through actions of: playing fair, saying please and thank you, working hard, holding the door for others, taking turns, working as a team, smiling, playing with friends, thinking of others, sharing, doing as we are told, listening to others, walking on paths, walking inside the school, being on time, following instructions, letting others go first, clearing up our own mess, cheering others up, thinking for yourself, letting people join in, saying sorry, anticipating the needs of others, making good use of time, learning, giving, making people happy, following rules, standing up for what is right, getting on, joining in.

What is bad behaviour?

The following definition has been formed through consultation with all pupils at Roos C.of E Primary School.

Bad behaviour is: treating others badly, making life uncomfortable or dangerous for them. It is also not getting on with work or preventing others from getting on with theirs.

The following words or phrases can be used to describe bad behaviour:

Stealing, pushing, splashing, slapping, fighting, hurting, biting, kicking, punching, poking, damaging property, being rude, swearing, picking on people, being nasty, name calling, threatening, being offensive, running in school or on the paths, not listening, bullying, jumping on people, cheating, snatching, answering back, smashing things, playing dangerously, lying, throwing things at people, disobeying, talking over someone, arguing with the teacher, nipping, avoiding our responsibilities, leaving people out, spreading gossip, being mean, being impolite, pulling clothes, littering, tripping up, not doing as our parents, teachers and supervisors have asked.

The school works closely with EBPST teacher for guidance and support when required for specific children.

How the school encourages Good Behaviour

The school encourages good behaviour through the use of positive praise, (three positives to one negative), a whole school approach, the use of Restorative meetings, class behaviour charters, ways to earn golden time, stickers and notes home. We also use Working on What Works (WOWW) in each classroom and the raffle ticket principle, throughout all aspects of school life.

Each classroom has a 'Good to Be Green' chart and the school also has a set of school rules, which are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Each class draws up their own set of rules to go alongside these.

Rewards and Sanctions

The children have rewards in school consisting of:

- Class Dojo points awarded for good behaviour in class and around school from Yr 1 onwards
- Certificates to Celebrate Star of the Week

- Mrs Miller is proud of me stickers
- Notes home
- Golden time
- Stickers

Sanctions

- Amber/red warnings
- Being sent from class to another teacher
- Can be missing a break or lunchtime play
- Phone calls home to parents/carers

Restraint

A large majority of staff have had restraint training. Restraint will only be used to protect a child/adult/property from harm and as a last resort.

All incidents of restraint being used will be recorded.

An up to date record of all such incidents will be recorded immediately in an incident book. The member of staff involved will tell the Head and provide the written report as soon as possible afterwards.

That should include:

- The names of pupil/pupils involved, and when and where the incident took place.
- The names of any other staff or pupils who witnessed the incident
- The reason that force was necessary e.g. to prevent injury to the pupil, another pupil or a member of staff.
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long.
- The pupils response, and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.
- Parents will also be informed of the incident involving their child.

Exclusions

The school follows East Riding guidance on exclusion.

Revised February 2018

To Review February 2019