

# Redhill Primary School

## Behaviour / Inclusions 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.
- 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, Behaviour Co-ordinator (or AHT), then Headteacher.
- Children are then given opportunities to build on their self-esteem and confidence and are not threatened by 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.

## **School Rules / Code of Conduct**

### **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 make sure I move safely around school and do not hurt others 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

### **To be a responsible learner I will;**

- ❖ work independently when asked to do so
- ❖ listen carefully to instructions
- ❖ always do my best to present work neatly and carefully
- ❖ review my work by using my targets
- ❖ know what targets I am currently working on

## **Class Rules**

These will be negotiated with each class at the beginning of the year, and term, if you need to review them. They should be

- written up and displayed prominently
- phrased in a positive and child friendly way
- referred to consistently as necessary.

## Individual Rewards.

### 1. Non verbal

- thumbs up, big smiles, winking, nodding, pat on shoulder etc.

### 2. Verbal Praise

- Ensure praise is appropriate for the individual, not all children like public praise
- Use the child's name
- Smiley faces on the board
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### 3. Positive written comments

- Effective use of marking policy
- Sending home an **excellence slip** for parents to sign and return. Child's name will then be entered into lucky dip at the end of each half-term.

### 4. House points.

- Pupils will be awarded 'house points' for good behaviour, good conduct and work (kindness, politeness, effort, helpfulness, punctuality, attendance etc.)
- Children will be awarded for the most house points over the week in Friday celebration assembly.

### 5. 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**

### 6. Assemblies.

- Every Friday there will be a Celebration Assembly in which children will be presented with certificates for a range of achievements. These include 'Friend of the Week', 'Writer of the Week', and a 'Good work' certificate. It will also celebrate best attending class and individuals with the most amount of House Points.

- Good attendance is also recognised with termly attendance certificates given to individuals with 98%, 99% and 100% attendance.

### **7. 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.

## **Whole Class Awards.**

### **1. Class Squares.**

- These can be 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 (for part of its completion.)

### **2. Class Assemblies.**

- These are opportunities to share and value the good work of both classes and individuals. Class assemblies should reflect the range of work from that term on a particular subject or theme.

### **3. Punctuality / Attendance.**

- Any class achieving 100% attendance over a period of a week will receive a treat. Again this is to be negotiated with the Head teacher.
- For further guidance, also see **Attendance Policy**.

## **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.'

<b>Process</b>	<b>By whom</b>
<b>1. Expectation</b>	

Remind children what you expect at the beginning of session. Be brief & to the point. If necessary, use picture / symbol cards.	Class teacher.
<b>2. Look</b> A look of disapproval – this can be used to varying degrees & can be effective.	Class teacher.
<b>3. Diversion</b> Use eye contact – go & stand beside child & divert child's attention to more profitable activity.	Class teacher.
<b>4. Verbal Reminder</b> Using child's name, give quiet reminder of what they are meant to be doing.	Class teacher.

<b>5. Private discussion</b> Try to make sure that you address the behaviour and not the child. Stay calm, quiet and non-threatening and matter of fact. Use of <b>sad face</b> on the board can be used at this point.	Class teacher.
<b>6. Pre-emptive Action.</b> Before the start of the next session, quietly go over to the child and remind them of your previous discussion.	Class teacher.
<b>7. Reprimands.</b> Tell the child you are displeased with behaviour, remind them of your expectations and warn them of the consequences if they continue.	Class teacher.
<b>8. Time out in another class.</b> Ensure that child is accompanied by a time out slip which identifies length of time out.	Teacher sending child to ensure that the slip is filled in and sent with the child.
<b>9. Behavioural Environment Check list / plan.</b> If behaviour persists inform BeCo who will come in and carry out classroom observation.	Class teacher and BeCo in liaison to identify target/s from BEP.
<b>10. Weekly contract &amp; IBP.</b> A child is put onto an IBP in order to improve their behaviour. BeCo will initiate and go through targets on IBP with child. Child will take IBP (weekly contract) to DHT at the end of each day to review. - repeat environmental checklist and continued counselling from BeCo if unsuccessful.	Teacher, child, and BeCo  BeCo and child Child and BeCo
<b>11. Parents informed</b>	BeCo will write letter in consultation with teacher to inform parents about concerns over behaviour and that their child has been placed on an IBP.
<b>12. External intervention and IBP2.</b>	Teacher, Headteacher and BeCo.

Obviously the first steps in the process are ways of dealing with issues in the classroom. There may be times when you can not follow through each and every step, but it is important to see this as guidance in terms of giving children appropriate opportunities to get it right in the first instance.

Point 9 is where the child will be identified on 'Framework for Intervention' so it's important we take all the appropriate steps previous to that.

Points 9 and 10 run concurrently – when a child is put on an IBP the parents will be notified.

## **Procedures for Dealing with 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 AHT or SMT member who will make a record of the incident in the Behaviour file (in Head Teacher's office.)

3. If there are several incidents occurring at eg. one lunchtime, refer to the BeCo for support.

4. Letter will be sent home to parents to inform them of the given 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 **3** incidents in one half-term in Behaviour file, refer child to BeCo.

6. BeCo will then invite parents in to discuss behaviour and future targets for the child.

- On-going training for lunch time supervisors
- Mediators working on the playground
- Trained playleaders working with children in the KS1 playground
- Music playing in dining hall (chosen on a rota by different classes.)
- A 'top table' on a Friday in the dinner hall consisting of children identified by dinner supervisors for good lunchtime behaviour, nice manners etc.
- Supervised games and use of equipment in playground
- Minor incidents reported to Senior supervisor
- Incidents logged on 'behaviour slips' and returned to teacher at end of dinner time
- Serious incidents logged and referred directly to BeCo.

For further guidance on the following please refer to BeCo / Inset sessions.

1. Positive reinforcement
2. Playground rules
3. further guidance on sanctions and rewards
4. guidelines for good relationships
5. suggestions for helping children who are angry
6. guidelines for building children's self-esteem
7. guidelines for listening to victims, witnesses and bullies
8. strategies for supporting the above
9. dealing with parents
10. ways to 'tell children off'
11. Further information on mediator and playleaders and their roles.

### **Accusations against School Staff.**

For pupils who are found to have made malicious accusations against staff the investigations will be carried out thoroughly in line with school procedures and disciplinary action will reflect the severity of the incident.

### **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 general 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.

See separate **Lunchtime policy**

Again it is important that we all work together to ensure a calm, warm environment. In order to achieve this we have;

*Nicola Sullivan – updated June 2018.*