

Redwell Primary School

Behaviour Policy



2/1/2016
S Anderson



Redwell primary School Behaviour Policy.

Aim:

At Redwell Primary School we expect that all stakeholders should follow the values of the school. We aim to create a happy, secure and safe atmosphere which encourages self-confidence, co-operation and self-discipline. Emphasis is placed on caring for others and instilling respect for both people and property. This policy is based on the belief that children work better when:

- they work within well-defined boundaries and understand why rules or codes of conduct are needed
- they work in a caring, stimulating and enriched environment
- the work set is differentiated to their needs, where pupils are supported & challenged

We expect:

- The highest standards of respect, politeness and courtesy
- Children to try their best at whatever they do
- Children to work hard and to enable everyone to learn and the teacher to teach
- Appropriate support strategies, including external help, are identified and implemented at the earliest opportunity using the Early Help Assessment (EHA) as a starting point. This will help to ensure that the pivotal role of families in determining the behaviour of children can be harnessed
- All staff respond promptly and firmly when dealing with incidents and use the breadth of rewards, sanctions and strategies available
- All staff tailor responses to particular forms of behaviour and ensure that vulnerable groups are supported
- All staff monitor and record all incidents through the use of initial incident forms, behaviour reporting forms of which a chronology is kept and monitored by SMT

Good behaviour arises out of positive attitudes and this principle underpins our approach to behaviour and discipline. Behaviour in school is the responsibility of the whole school community; therefore the expectation is that all staff, children and visitors show respectful and positive behaviours.

It is the responsibility of the adults in school to be good role models for the children, particularly in terms of how we expect children to speak to adults and to each other, the standard of dress and adherence to the agreed rules and policies. We promote positive behaviour through Personal, Social and Health Education (PSHE), thematic assemblies, our values, individual, group and whole class discussions and through everything that we do.

Redwell Primary school recognises that:

- Inclusion is a thread which runs through policies, the organisation, our ethos, community links, partnerships, curriculum and teaching and learning
- The need to establish, teach and model pro-social behaviours and emotional resilience.
- There are inextricable links between learning, emotional wellbeing, behaviour and attendance
- We need to work at good behaviour, inclusion and emotional wellbeing in the same way as they do at academic standards
- The voice of the children and young people must be consulted, clearly heard and responded to through established and demonstrable inclusive participatory practices and school council
- All adults and young people have a right to feel and be safe within the school environment and a member of their community.
- Restorative principles and practices are more successful than blame and punishment in building and maintaining relationships, and in preventing and resolving conflict between individuals or groups of pupils. There is a growing body of evidence to show that where restorative practices have been adopted on a whole-school basis this leads to a significant increase in attendance, reduction in exclusions, reductions in bullying and anti-social behaviour, increased confidence of staff to deal with bullying and conflict and a calmer and safer school environment.
- That all strategies will be more successful if parents and pupils understand them, take ownership of them and perceive them to be fair.

Home-School Agreement

The school endeavours:

- To give parents the information they need to support their children and the school
- To provide opportunities for parents to discuss issues and progress with class teachers, To ask questions and to see their own child's work
- To maintain an ethos in which parents feel comfortable about sharing their concerns
- To earn the trust and confidence of parents upon which good relationships are built

To facilitate the achievement of these aims we ask that:

The children will:

- Always try to understand other people's point of view

- Make it as easy as possible for everyone to learn and work together and for my teacher to teach
 - this means that I will be on time; listen carefully; follow instructions; help other people; look after my equipment and do my homework on time

- move quietly and gently around the school
 - this means I will never run or shout; I will always be ready to open doors, standing back to let people pass; I will help to carry things

- always speak politely to everyone and use a calm voice
 - even if we feel bad tempered, we know that shouting is bad mannered and we never use bad language

- keep my school clean and tidy so that it is a welcoming place that we can all be proud of
 - this means putting all litter in bins; keeping walls and furniture clean; taking care of displays and of other people's work; taking care of school equipment and resources; keeping the cloakrooms tidy

- remain in school during the day unless I have been given permission to leave the premises

- behave well both in school and on any visit
 - this means that if I am out of school on a visit I will remember that the school's reputation depends on the way that I behave

**'I know that my parents and my teachers want me to enjoy school
and to learn as much as I can'**

PROCEDURES:

Redwell Rules

***'Feelings are sometimes out of our control, but
behaviour has to do with choices.'***

Randall Terry (Author)

Redwell rules:

- Behave well
- Be respectful
- Follow instructions
- Be the best you can be

Rewards available:

- Verbal praise
- Stickers
- Show work to other classes/ teachers/ head teacher
- House points
- Merits
- Values pebbles

Behaviour consequences:

1. **Verbal warning** – A reminder about behaviour choice.
2. **Written warning (amber card)** – An automatic 1 minute of golden time lost.
3. **Time out (blue card)** – Go into the other class in the year group for a 5 minute time out / time out bench for 5 minutes
4. **Stage leader (class teacher at lunchtime) (red card)** – Sent to Phase leader to deal with behaviour - Phase leader to decide consequence.
5. **Head/ Deputy Head Teacher** – Sent to the head/ deputy head teacher to decide consequence.

Policy Ratified February 2016

Review Date: February 2019