



Rudston Primary School

Behaviour Policy

Date: September 2018

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved By Governors: September 2018

Review Autumn Term 2019

Our Mission Statement:

To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Behaviour Policy

This policy contributes to the safeguarding of our children and is underpinned by our safeguarding statement :“Rudston Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”. (Safeguarding Children and Safer Recruitment in Education)

This policy should be read in conjunction and by referring to the various policies and guidelines of Liverpool Local Authority and parents should also refer to the School Prospectus and the Home/School Agreement.

INTRODUCTION

This policy will be reviewed during the 2018/2019 academic year as part of a whole school review and to reflect current practices in behaviour and attitudes and to reflect behaviour for learning.

RATIONALE

Good behaviour 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 school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school rules will be learnt and followed by all and the Reward and Sanctions System will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy. By 'behaviour' we infer order and correctness in terms of work, personal control, manner and attitude towards other people and other things.

We achieve good behaviour by setting clearly defined and well understood high standards and by applying these in the form of rules and models of behaviour. We believe that good behaviour depends upon 'respect', both for oneself and for others and their property. A positive, supportive and secure environment is a condition of good order.

We consider the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.

(Discipline in Schools Ch. 4 Para 50)

Our school aims to provide a happy and secure environment for all those who work in, or visit it. At all times every adult member of the school community shares all responsibilities.

ENTITLEMENTS

- 1) Each child is entitled to develop personally and academically within a safe environment according to the principles of care for oneself and others.
- 2) Each child is entitled to be developed 'as a whole person,' with regard to personal, social and emotional as well as academic development.
- 3) Each child is entitled to develop the skills of dealing with other people and to appreciate that different people have varying beliefs and needs in accordance with our Mission Statement.
- 4) Each child is entitled to be guided in the understanding of society and his/her responsibility in it for his/her responsibility in it for his own and others well being.

- 5) Each child is entitled to have clearly defined models of behaviour and codes of practice on which he/she can develop as a self disciplined individual

AIMS

1. To enable the children to develop fully as responsible members of society by gaining self respect and respect for others and the environment. The child should develop a clear understanding of self responsibility and responsibility for others. He/she should listen with care to the views and opinions of others and value them. They must acknowledge that each and every person in the community has a personal part to play and that every individuals talents are to be valued and enjoyed. They must recognise that they must support each other and nurture each others self esteem.
2. To enable children to develop a clear idea of right and wrong behaviour and to develop a clear understanding of the consequences of their actions, both for themselves and for others.
3. To ensure the safety and well being of all individuals, to enable effective teaching and learning to take place in an atmosphere free from fear and intimidation. To this end the school develops codes of behaviour to enable it to function as a caring and responsible organisation.
4. To ensure that on occasions when an injustice or injury has been done that time and space is provided in which individuals are able to reflect on their actions and, where relevant, make reparation through providing support and comfort.
5. To ensure that we all fulfil our responsibilities by keeping the school rules.

RESPONSIBILITIES

Responsibility for good behaviour rests with all of us, teachers, support staff, parents, children and can only be achieved with the co-ordinated efforts of all those people. Everyone is responsible for the children at all times and so good discipline will only be achieved by a concerted and co-ordinated approach.

The Headteacher has overall responsibility for the children at all times though this may be delegated to the Deputy Headteacher or other assigned individual as circumstances necessitate.

More specifically, the class teacher will have particular responsibility for the discipline of his/her assigned class of pupils and for their welfare and wellbeing.

At playtime the specific responsibility for discipline rests with the class teacher until the children are on the playground and then the responsibility rests with the 'teacher on duty.'

At dinner time the responsibility lies with the supervisory assistants.

At home time the class teacher and support staff are responsible until the children leave the school premises.

The child also has the responsibility for ensuring that his / her behaviour is in accordance with the School Mission and the procedures as set out around the school and in the school rules which are circulated as part of the School Prospectus (Home/School Agreement.)

THE SCHOOL RULES

The schools expectations are implicit in the School Prospectus. The Head Teacher and all adults strive to reinforce these through their own example and in the way in which the school is managed and run. The main core of rules are as follows:

- We are friendly, polite, helpful and show respect
- We are honest
- We try hard and always work to the best of our ability
- We listen to all members of staff and try to cooperate
- We take care of school property and our own and others' belongings
- We move around the school in a safe, quiet way
- We treat everyone respectfully and do not hurt others or ourselves

Each class devises its rules and guidelines developed by the pupils and teacher and set out in a class charter, which feeds into the reward system.

These expectations, obligations and responsibilities are embedded in the Home/School Agreement. These will be shared and agreed by parents at the first parent meeting with the class teacher.

ENCOURAGING GOOD BEHAVIOUR

" where teachers are seen by pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves.... where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them."
("Good behaviour and Discipline in Schools" Report by HMI)

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The school will teach the SEAL curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. SEAL assemblies will celebrate these skills each half term. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate positive behaviour. The time spent delivering SEAL reinforces opportunities to practice skills needed to develop positive relationships. Through the PSHE curriculum the fundamental rights of all those in school are also reinforced. Yard Guards, Cyber Safety Officers and Buddies Yr 5 and YR support positive behaviour on the playground and at lunchtime and using ICT.

Praise and Reward:

Please see 'Rudston Primary Policy Into Practice' for the reward system to be used consistently for the vast majority of pupils.

There is obviously a place for censure but the use of praise as a positive method of encouraging good behaviour works very effectively with children. 'The Art of Being Brilliant' principles should be used .It should be used copiously and should be in such a form that the child recognises the outcome of his/her good behaviour and can take credit for it. We will recognise that attention to good behaviour usually elicits a positive response from the child who generally feels successful and good about himself/herself for having made a positive achievement in the eyes of his/her peers and in the eyes of the teacher. It should also reinforce the general school guidelines and school rules for the other children who see a reward for a particular type of behaviour.

Praise will be in the form of stickers, certificates, 'a mention at the Celebration Assembly, headteacher Awards, Dojo points, postcards home to parents, marbles in jar, Star of the Week.

MISDEMEANOURS

It is important that a consistent and even handed approach is made in response to misdemeanours. Sometimes they could be isolated incidents whilst at other times they could be symptomatic of deeper problems in the child. It is important, therefore that any decisions on dealing with them should be made in the full knowledge of the child's background and character. These will be well known to the class teacher but to other individuals they may not be as apparent and so reference should always be made to the person who deals most frequently with the individual before any action is taken i.e Ongoing communication is the key

More difficult problems should be dealt with by asking the child what they are doing and why. They should work out with the child if it is against the rules and then try to act jointly with the individual to work out how the problem is to be resolved. It may be as simple as an apology or, in some cases, it may be deemed necessary to be sanctioned.

Repeated bad behaviour will be reported initially to an identified members of the S.L.T and ultimately to the Headteacher and to parents and action will generally involve a report being kept between home and school and a frequent report to the Headteacher to ascertain whether or not improvement in behaviour has occurred. It is vital that parental support is in evidence for any report system to be effective.

UNACCEPTABLE BEHAVIOUR

This school sees certain types of behaviour as unacceptable and these must always be discouraged. Such behaviour includes :

- Any form of violence
- Bullying (See Bullying Policy)
- Racial harassment
- Sexual harassment
- Vandalism
- Rudeness
- Bad Language
- Uncooperative behaviour(Refusal to follow school rules)
(Refer also to child Protection and Safeguarding Policy)

The school community is expected to report such behaviour and to work together to eradicate it. Such incidents are recorded and parents are informed. Repeated incidents are reported to the Headteacher and he will interview the child and parents and, if deemed necessary, will put the child on 'report' which will involve a detail of what occurred, the agreed method of dealing with it, which will generally involve reporting to the Headteacher frequently and a record kept between school and home, and a set date for a review to work out whether the set targets have been achieved and whether or not the child has modified his/her behaviour.

Very serious misdemeanours will involve outside agencies such as Police and Social Care Department and will be logged against a child's record. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.

In extreme cases, a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

SANCTIONS

Sanctions will only be used if it is judged that they will act as an efficient method of correcting behaviour. When they are employed they must match the misdemeanour. It is seen that the most effective sanction is the disapproval of the school community and it is important that they are involved in this way.

Please sanctions system for further details.

IDENTIFYING POTENTIAL PROBLEMS

It is recognised that one of the methods of ensuring good behaviour is to identify potential problem areas and take steps to avoid them occurring. This is especially important when children are moving about the school, waiting for a teacher, going out to play and coming in again and during the breaks and dinner times.

Likewise, in class such things as correct grouping of children, efficient organisation, quality provision and communication friendly spaces need to be addressed so as to ensure that any occasions which could encourage bad behaviour are eliminated.

Bad behaviour problems may also be identified by other children, other members of staff and by parents. All of these people may be involved in tackling a behaviour problem.

Support for Parents/Carers in developing their child's social emotional and behavioural skills

Any School works in partnership with parents in all aspects of their child's learning. Class teachers can offer support to parents and parents are always involved when their child is at SEN Support of the SEN Code of Practice or has an Education Health Care Plan.

SOME CONSIDERATIONS FOR EFFECTIVE DISCIPLINE

Avoiding confrontation: Confrontation invariably negates good behaviour practice as it immediately sets up an antagonistic situation.

Not over-reacting: This can happen because of a poor relationship with a pupil or because of past experience or because it is an emotional response. Strategies for coping with poor behaviour are built up through experience or through training, beginning at the earliest ages through P.S.H.E lessons.

Aggressive control: Aggressive behaviour on the part of the teacher in response to behaviour situations is strongly discouraged as it can be seen as bullying and rarely forms an effective method of control or behaviour modification. It also gives the child the message that aggressive behaviour is a normal response to a situation and can be copied.

Fairness: Children have an acute sense of fairness and 'fair play'. This must influence the teacher in their handling of any behaviour situation. They must deal even-handedly with all the children, must take time to establish the facts and must deal with the situation in a fair manner.

Punishments: As stated before punishments should be used sparingly and only when all parties concerned see the reason for them as well as the desired outcomes. Children will often suggest sanctions to 'make up' for misdemeanours.

Avoiding situations: Certain situations lend themselves to encouraging poor behaviour and these are to be avoided or carefully controlled. Examples are movement through the school, poor supervision, boredom and poor motivation.

Manners: The school considers that manners form an important part of behaviour training for a child as they encourage thoughtfulness and consideration for others. Basic manners include saying 'please' and 'thank you', general politeness, not interrupting and respect. Teachers should always be addressed as 'Sir' or 'Miss' and visitors should be treated with appropriate kindness and care.

It will also include the fact that children should be taught to talk to each other respectfully, avoid incorrect language and insulting talk and never use bad language of any kind.

EQUAL OPPORTUNITIES: The School operates an Equal Opportunities Policy which pervades the whole of its life and affects everyone who works there regardless of gender, race, special needs or creed. Fairness and equanimity in treatment is the watchword.

Staff development

The school uses professionals to provide whole school INSET as required and staff are also informed of relevant courses being run by LAs Continuous Professional Development Service. Staff are encouraged to attend the Behaviour Support Group as well as the SEAL coordinator and PSHE coordinator will be encouraged to attend any relevant network groups and disseminate information to staff. The SENCO or other members of staff may also provide in house training. SEAL activities are discussed and shared during the staff meeting of each year in order to prepare for each theme. Supply Staff are given a copy of the Behaviour Policy and the rewards and sanctions available to them are clarified. All staff and visitors are made aware of the policy by the Deputy/ Assistant Head/ SBM who will identify and arrange any additional training required.

Monitoring

This policy is brought to the attention of staff, pupils and parents in the Autumn term each year and is formally reviewed, along with the principles that underpin it, every two years. The policy is monitored less formally via staff meetings each term and annually by the subcommittee from the governors. Rewards and sanctions are monitored half termly by the Head teacher. The review breaks down the rewards given into the following categories- age, ethnicity, gender and SEN and Disability

A copy of this policy will be available on the school website. The policy is given in full to all parents of children who are starting at Rudston primary School if they request it. A paper copy of the policy is in the staff policy file and the policy file for governors.

Any complaints arising from the implementation of this policy should be addressed to the Deputy Head teacher in the first instance and then to the Headteacher.

OUTCOMES

Good behaviour is the foundation for a caring, well motivated and effective community in which the individuals have a clear idea of their self worth, the worth of others, their roles and responsibilities and

the aims which they are striving to achieve. This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.