



The Reginald Mitchell Primary

Behaviour Policy

Introduction

Good behaviour in school is essential in order to maintain a safe and happy environment. Forward planning and an adherence to agreed and understood rules are seen as vital elements of a well behaved school. All adults contribute strongly to the school ethos by demonstrating a positive and consistent attitude towards nurture principles thereby modelling desirable outcomes.

Aims

- The school seeks to create an environment that is positive, nurturing and caring. Where children feel safe, secure and valued
- To provide high quality teaching within a supportive and stimulating learning environment, which enables children to develop positive views of themselves as lifelong learners
- To promote thoughtful behaviour as an outstanding factor in successful learning and a positive school ethos
- To promote positive attitudes towards attendance and punctuality
- To promote positive attitudes towards personal safety, health and hygiene, pupil dress code
- To set high standards for personal behaviour and self-discipline with consideration, courtesy and respect for other people of all ages, races and cultures

Ethos

- The school ethos is based upon the principle of ***respect for ALL*** members of the school community and ourselves
- All children should feel safe and know to inform an adult if there are situations within the school where they do not feel safe
- All children are given opportunities across the curriculum to explore and develop moral concepts and values – for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- There is a culture of mutual respect; all staff speak to children in a respectful, appropriate tone except in circumstances where the child is at risk of harm

How will we achieve this?

By creating a school where **staff provide:**

- A promotion of *Rights and Responsibilities* – discussed at the start of the year and actions and consequences related to these
- A positive, nurturing and consistent approach
- A model of courtesy and respect
- An understanding of every child as an individual
- Clear rules, routines, rewards and sanctions
- Enriching and diverse opportunities
- Enjoyment
- Well planned and resourced learning opportunities with clear objectives
- Standardised marking, assessment and robust tracking

All adults within the school community need to be aware of their own emotions and behaviour in response to others behaviour. They need to role model positive responses in order to influence other's choices. This is done within consistent and secure boundaries based on a positive ethos and policy structures.

Where children:

- Know their **rights and responsibilities** as pupils and as citizens
- Have respect for themselves and others
- Never give up, as learning can be difficult
- Are positive and display an '*I can do it*' attitude
- Self regulate their behaviour in all contexts
- Ignore any silliness or low aspirations
- Are engaged in and take responsibility for their own learning

The Reginald Mitchell Primary Golden Rules – Display in classrooms

- Always wear your school uniform with pride
- Respect for self, others and the environment
- Walk sensibly around the school
- Always use your manners

Rewards

For consistent adherence to rules and routines, hard work, effort, courtesy and respect:

- Praise
- Stickers
- Team points
- Take work to another teacher / Senior leader / Headteacher
- Pupil of the week certificate in Celebration Assembly

Exceptional achievement or endeavour in any area:

- Swap Shop [Children earn stars worth 2p for silver and 5p for gold they can then purchase items from the Swap Shop]
- Headteacher's award in Celebration Assembly
- Class prize e.g. offsite visit, whole class in-school treat
- Additional rewards are given for high percentage / improved attendance [individual and whole class]

Swap Shop:

Swap Shop rewards are awarded by staff to children who demonstrate exceptional behaviour in any of the following areas:

- Making the right choices
- Showing respect and good manners
- Being kind, helpful and considerate
- Caring for the school and looking after property
- Working hard and showing an 'I can do it' attitude
- Achieving silver or gold on the behaviour chart

Swap shop rewards can be awarded by the class teacher or support staff for one of the above areas.

Every half term children can visit the Swap Shop and purchase items. Children may wish to spend their Swap Shop money earned or they may wish to allow the amount of stars to increase and purchase an item of greater value (the swap shop is stocked by the school council).

The Reginald Mitchell Primary Positive Behaviour Scheme

We believe that children work and behave better when they are working towards goals and targets, when these goals and targets are achieved they are rewarded.

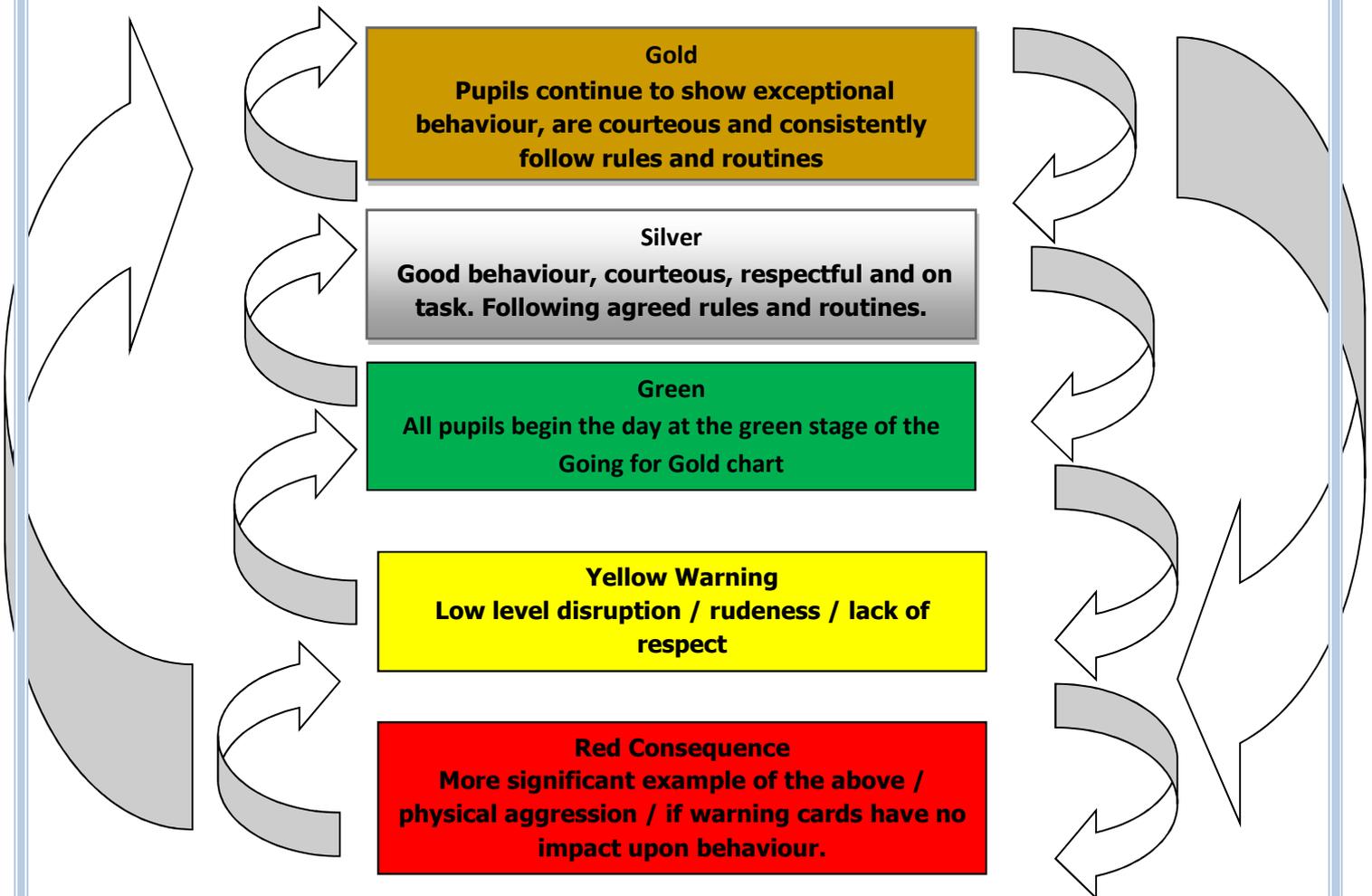
Rewards

For consistent adherence to rules and routines, hard work, effort, courtesy and respect:

- Praise
- Stickers
- Team points
- Take work to another teacher / Senior leader / Headteacher
- Star of the week certificate in Celebration Assembly

Going for Gold [Rewards, Sanctions and Consequences]

It is equally important that children understand the consequences of not following agreed rules.



How does Going for Gold work?

- Going for Gold is a ***two-way behaviour system*** where pupils can move up and down the chart.
- All pupils begin the day at the side of the chart and work their way onto green for good behaviour
- As a result of demonstrating positive behaviour pupils aim to move towards silver and gold.
- Achievement of gold results in a note home to their parents in the planner to say that they have achieved gold and what they did to achieve it.
- Pupils demonstrating poor behaviour ***firstly receive a warning*** from a member of staff, if poor behaviour ***continues*** they ***move to the yellow warning*** section of the chart. Pupils can improve their behaviour and return to green.
- If poor behaviour continues pupils move to the red section of the chart. The consequences of this are outlined below.
- In exceptional circumstances e.g. bullying, use of inappropriate language or violence, pupils move directly to red.
- When a pupil moves to the red section a ***note from the class teacher should be sent home*** to explain to their parents.

Why do children misbehave?

- Rules and boundaries are not understood, are not clear or consistent
- Social /emotional factors
- Educational difficulties
- Non-engagement / boredom
- Avoidance
- To gain attention or a reaction
- Medical and/or diagnosed condition

Consequences are as follows:

- Yellow Warning – reason for move is explained to the child and a chance is given to put right the behaviour
- Red Consequence – the child to attend lunchtime study support to complete work which has been missed due to poor behaviour. It is essential that the work is provided by the class teacher. Study support log to be completed when teacher takes pupil to study support.

- Three or more red cards in a week – observation of behaviour and safety strategies by a senior leader, after school detention, discussion with parents, behaviour programme to implemented

Implementing the system

It is imperative **ALL** children know and understand their class rules and the associated rewards and consequences.

A staged and consistent approach needs to be taken to both rewards and consequences:

- A red consequence follows a process of ignoring low level disruption, warnings and a yellow warning.
- *In **exceptional circumstances** e.g. aggression, violence, inappropriate language, inappropriate or dangerous behaviour a red card will be issued and the child referred to a Senior Leader who will then make the decision to send a pupil to see the Headteacher.*
- *A letter will be sent home informing parents of the incident and subsequent consequences such as isolation may be issued. If a pupil receives 3 letters home in the same term this **could** result in further action being taken by the Executive Headteacher.*
- *All behaviour issues are recorded on SIMs*

The role of all staff

- It is the responsibility of all staff to ensure that the school and class rules are enforced in their classroom, in the hall and at break times and that their class behaves in a responsible manner.
- All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work and play to the best of their ability.
- Staff treat each child fairly and enforce the classroom and school rules consistently. The teacher treats all children with respect and understanding.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an education social worker or LEA behaviour support service.
- The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- It is the responsibility of teaching staff to record behavioural issues on SIMs.

The role of the Executive Headteacher

- It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy and in some cases an individual behaviour plan when appropriate.

- The Executive Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Executive Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been informed and have had an opportunity to share in this decision.

The role of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should make an appointment to discuss the issue with the Executive Headteacher. If these discussions cannot resolve the problem, the school governors will become involved and a formal grievance or appeal process can be implemented.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher in carrying out these guidelines.
- The Executive Headteacher has the day-to-day authority to implement the school behaviour, but governors may give advice to the Executive Headteacher about particular disciplinary issues. The Executive Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- Only the Executive Headteacher (or the acting Executive Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Executive Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Executive Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

Policy to be reviewed September 2017