



Richardson Dees Primary School

RICHARDSON DEES PRIMARY SCHOOL: BEHAVIOUR POLICY

PUPIL PROCLAMATION

We love to be at Richardson Dees.

We are safe.

We look after each other.

We have fun.

We are here to learn.

To be good citizens, hard workers and high achievers.

We are world changers.

Rationale

The staff, governors and parents at Richardson Dees Primary School believe all pupils and staff should be able to work safely in a secure environment, free from harassment, bullying, violence or the threat of aggression.

Aims of the policy

- To maintain an environment in which children and staff feel safe, secure and respected.
- To maintain the conditions necessary for an orderly school community in which effective learning takes place.
- To enable children to develop a sense of self-worth and a respect and tolerance for others.

Objectives

During their time at RDees it's our intention that all children will develop:

- Self-awareness; ability to manage feelings; motivation and empathy.
- Social skills.
- Respect for others.
- Respect for the school building, its property and the property of others.
- Non-sexist and non-racist attitudes.
- An understanding of the need for rules.
- An awareness of their rights and responsibilities as members of RDees school community.

OUR GOLDEN RULES:

My school is a special place where children grow and learn.

I listen carefully to what others are saying.

I am always kind and caring towards others.

I make visitors, new teachers and new children welcome.

I move around school safely and quietly.

I do as I am requested by the adults who are caring for me.

I take care of the building and all school equipment.

Implementation

- Staff at RDees believe positive approaches are most effective in promoting the good behaviour of all pupils. These involve identifying, praising and rewarding children who regularly demonstrate good behaviour.

- Staff treat all children equally irrespective of their gender, race or religion and ability.
- Staff play an active role in building a sense of school community and apply the agreed standards consistently.
- Staff acknowledge their responsibilities to provide a role-model of acceptable behaviours.
- Staff listen and respond sensitively to children in distress.
- Staff support one another in maintaining safe, calm classrooms and playgrounds.

Curriculum and Learning

- Staff believe that an appropriately structured curriculum, use of individual target setting procedures and the active engagement of pupils in their own learning contribute to good behaviour.
- Each class teacher ensures they provide a stimulating and broad curriculum for each child, offering appropriate support and challenge for all pupils.
- Thorough planning and structured feedback they help to avoid the alienation and disaffection that can lie at the root of poor behaviour.
- Lessons have clear learning outcomes, which are shared and understood by all children.
- The range of tasks and activities offered are matched to children's abilities. Teachers demonstrate positive interactions with children.
- Marking and record keeping procedures are used to provide positive feedback to pupils on their progress and achievement and to show pupils their contributions are valued.

Classroom Organisation and Management

- Our Golden Rules are displayed clearly around school.
- Class teachers create a welcoming environment within their classrooms.
- Classrooms are organised to allow children to access equipment and to develop children's independence and personal initiative.
- Displays are used to promote children's self-esteem by celebrating the learning contribution of every individual.
- Classrooms are calm; noise levels are related to the nature of tasks.
- All pupils know what is expected of them.
- Public praise is used to encourage positive behaviour, participation and continuing good work.
- Advice for improvement is shared in a way appropriate to each individual child – opportunities for self-improvement are celebrated.

Rewards

- Verbal praise
- Sticker on work or on the child
- Personalised stickers
- Written praise on work
- Positive visits to classes and adults to show work or attitudes
- Display work
- Notes home
- Sharing on social media
- Whole School Class Dojo Points translate to House Points, which are collated and celebrated in Achievers Assembly on Friday.

Achievers Assembly

- A whole school sharing assembly on Friday shares positive learning and attitudes.
- Class sharing assemblies are held in the summer term and parents are invited.
- Certificates are shared which celebrate success based on the core principles of our Pupil Proclamation, pupils adhering to Our Golden Rules, evidence of good learning behaviour, effort around presentation of work and Dojo Points.
- Attendance awards are also shared and celebrated.

Responsibilities

- Within each class children are given responsibilities for different aspects of the environment/equipment by their class teacher.
- Beyond the classroom children are given responsibilities such as School Councillors, House Captains and Digital Leaders.

Unacceptable Behaviour

The following is a list of behaviours in pupils which are agreed to be unacceptable:

- Disobedience
- Biting, hitting and kicking
- Swearing
- Damaging property
- Answering back, rudeness or the threat of aggression, aggression to adults
- Stealing
- Truancy
- Any form of prejudice towards others including racism, sexism and homophobia
- Making unkind or hurtful remarks
- Forming gangs
- Extorting money or goods/games/toys from children
- Bullying other children including homophobic and racial bullying
- Spitting at other children and adults

Sanctions

Sanctions are necessary to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied; the individual has chosen to behave negatively.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- Group punishments should be avoided as they breed resentments.
- A hierarchy of Sanction must be used with respect to the teacher's ability to teach.

Low level behaviour challenges require responses such as:

- Waiting
- Disapproving look
- Use of win/win choice language
- Request to change behaviour to a positive action
- Sensitively remove item of distraction, using win/win language
- Discreet verbal disapproval.
- Withdrawal of privileges: breaks, lunch times
- Removal to appropriate class for 'Time Out'.
- Referral to Phase Leader, then DHT, then HT.
- Communication with parents.

Persistent or extreme behaviour challenges could lead to:

- Continued formal communication with parents
- Use of behaviour record book.
- Use of daily behaviour record sheet.
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion
- Silverdale Arp

For extreme behaviour the following systems should apply:

EXTREME BEHAVIOUR	BEHAVIOUR MANAGEMENT SYSTEM
REPEATED SWEARING	<ul style="list-style-type: none"> ▪ Phase Leaders / DHT ▪ Parents contacted
THROWING FURNITURE	<ul style="list-style-type: none"> ▪ HT ▪ Parents contacted ▪ Potential exclusion
DEFIANCE	<ul style="list-style-type: none"> ▪ Phase Leaders / DHT ▪ HT ▪ Parents contacted ▪ Potential exclusion
PHYSICAL ASSAULT TO STAFF/CHILDREN	<ul style="list-style-type: none"> ▪ HT ▪ Parents contacted ▪ Option for children to go home for the rest of the day for time out. ▪ Potential exclusion
LEAVING PREMISES	<ul style="list-style-type: none"> ▪ HT ▪ Parents contacted ▪ Police contacted ▪ Potential exclusion
FIGHTING	<ul style="list-style-type: none"> ▪ Phase Leaders / DHT ▪ HT ▪ Parents contacted

- **Dojo APP:** can be used to track behaviour for some challenging pupils, this reinforces positive behaviour and allows close tracking of individuals on a lesson-by-lesson basis.
- **Provision Maps** for behaviour – referral to external agencies.
- **Exclusion** – after evaluation of the curriculum on offer, classroom organisation, management and whole school procedures should take place to eliminate these as contributory factors.

Communication, Partnership and Collaboration with Parents

Staff recognise the significant roles that parents and the wider community have in shaping the attitudes and opportunities of our pupils. We seek to work in co-operation to promote and maintain high standards of behaviour. We give the highest priority to opening up opportunities for dialogue within school and with each child's parents/carer.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of acceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at the earliest stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy framework.

Where the behaviour of a child gives cause for concern it is important that all adults working with the child in school are aware of these concerns and of the responses made.

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