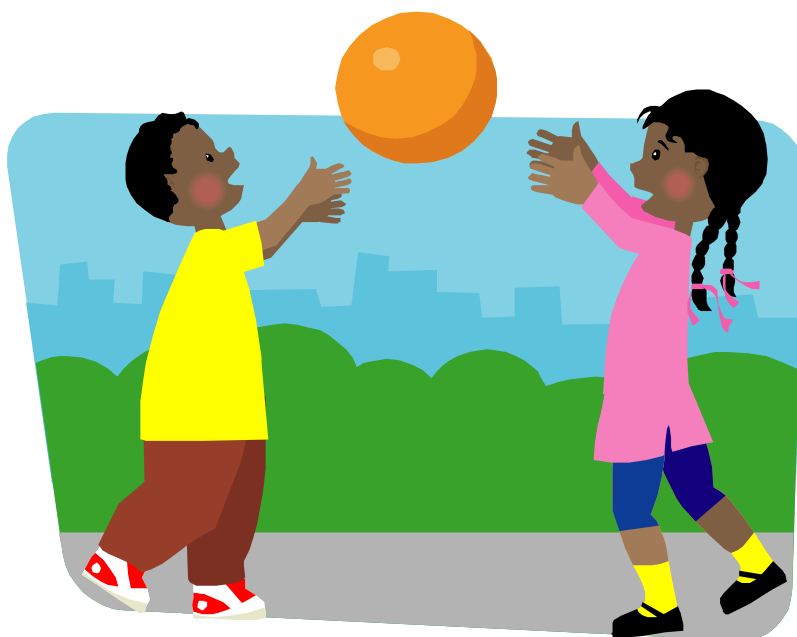


Richmond Primary School



Positive Behaviour Policy

Reviewed May 2018

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INTRODUCTION

The creation and maintenance of an orderly working environment is a pre-requisite to effective learning and teaching. To achieve this we aim to establish a positive ethos, which is conducive to learning.

Mission Statement

Richmond Primary School will provide a friendly, family orientated, safe and secure environment where children, staff and parents work actively in partnership to enable all children to reach their full potential.

We wish to promote in all our pupils such values as will make them caring, responsible citizens. We believe in the dignity and worth of each individual and in the development of the whole person.

At Richmond Primary School we aim to: -

- Provide a stimulating, balanced curriculum that allows all pupils to be motivated, enthusiastic and interested.
- Nurture the talents and abilities of all pupils.
- Focus attention on the promotion of good behaviour and on shared responsibility for dealing with instances of unacceptable behaviour.
- Model and foster a respect for the core values of honesty, tolerance, empathy, hard work, kindness and concern.
- Prepare our pupils fully for the next stage of their lives and to promote the pupil's academic, emotional, physical, mental, spiritual and social well-being.
- Instill good self discipline and sensitivity to others feelings as a sound preparation for their life ahead.
- Ensure that parents are fully involved in the education and social development of their child while in school, through a constructive partnership.
- Develop independent learning, thinking and problem solving skills and to teach the skills and knowledge to all pupils so they can avail of the most suitable educational provision for them.

- Create meaningful and challenging learning environments that provide opportunities for students to learn by experiencing.
- To promote pupils self image and self esteem by celebrating success and acknowledging progress.
- To encourage self discipline and the idea we all have rights but also need to take responsibilities for our actions.
- Hold high expectations for all, recognising that students learn in different ways and at different paces.
- Engage in a cycle of assessment, reflection and goal setting in order to support student achievement.

What is Good Behaviour?

Characteristics of Good Behaviour

- Being considerate towards other people and property: politeness, kindness, patience, helpfulness, caring, friendliness, respect, attentiveness, good manners, obedience.
- Making an extra effort to make life better: letting others go first, helping others who are in need.
- Responding obediently and politely to all requests and rules.

How We Encourage Good Behaviour

Example and Expectations

- All staff will set an example in their own behaviour
- All staff will have high expectations for good behaviour.

Teaching and Learning

Good behaviour in the classroom will be greatly enhanced through the provision of high quality teaching that meets the needs of the individual learner. (See Learning and Teaching Policy)

Code of Conduct

In order to encourage good behaviour the pupils, staff, parents and the Board of Governors have agreed a Code of Conduct which is further simplified in our 'Golden Rules' below, it provides the guidance for positive behaviour and therefore creates an environment conducive to effective teaching and learning.

Children are expected to:

- arrive at school on time
- wear the school uniform
- show respect to adults and other pupils
- be truthful, well mannered and kind
- co-operate with their teachers
- do all their work in school and at home to the best of their ability
- take care of the school buildings, equipment
- look after their books
- walk sensibly and quietly when in the classroom and corridors
- keep the school tidy and free from litter
- set a good example to other children
- exercise self control
- line up quickly and quietly when the bell rings
- be honest.

'Golden Rules'

- | | | |
|---|-------------------------|---------------------------------------|
| * | We are gentle | We don't hurt others |
| * | We are kind and helpful | We don't hurt anybody's feelings |
| * | We listen | We don't interrupt |
| * | We are honest | We don't cover up the truth |
| * | We work hard | We don't waste our own or others time |
| * | We look after property | We don't waste or damage things |

THE RIGHTS AND RESPONSIBILITIES OF PARENTS

Standards of behaviour are established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those at home.

Therefore, parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved.

Rights of Parents	Responsibilities of Parents
To be informed	To provide school with relevant information
To expect their children to be safe	To ensure that children adhere to school rules and regulations
To want an appropriate education for their child	To ensure children attend school except when ill or in other exceptional circumstances
To see school and home as a partnership	To support the school in its work

THE RIGHTS AND RESPONSIBILITIES OF PUPILS

We would expect our children to enjoy their education at this school, to be able to learn in a safe and secure environment and to have their needs met. At the same time we wish to encourage children to see that other children deserve and must enjoy the same treatment as they do.

Rights of Pupils	Responsibilities of the Pupils
To feel safe and secure	To respect school rules and the decisions of adults
To have their educational needs met	To work to the best of their ability, to be polite, punctual and prepared for work
To feel valued	To treat others with respect
To be happy in school	To share problems with a member of staff

THE RIGHTS AND RESPONSIBILITIES OF TEACHERS

Rights of Teachers	Responsibilities of the Teachers
To teach effectively with the co-operation of all	To match tasks to the ability of the pupils and to use suitable strategies
To be treated with respect	To show respect
To be assured of personal safety	To make pupils aware of boundaries and to ensure that pupils are well supervised
To be listened to	To listen and to inform the principal of difficulties and to appreciate they have a key role to play in relationship building
To be happy in school	To create a positive and stress free learning environment for pupils.

THE RIGHTS AND RESPONSIBILITIES OF THE PRINCIPAL

Rights of the Principal	Responsibilities of the Principal
To be respected and valued in their role as Principal	To ensure safety of all in school
To expect support of all the members of the school community and other agencies	To ensure day to day smooth running of the school
	To provide access to a broad and balanced curriculum
	To ensure that 'Christian' values are taught and maintained throughout the school
To be informed by pupils, staff, parents and to seek outside support	To keep staff, pupils and parents informed when appropriate
To be happy in school	Encourage a positive ethos and good relationships throughout the school community

THE RIGHTS AND RESPONSIBILITIES OF THE SUPPORT STAFF

Rights of the Support Staff	Responsibilities of the Support Staff
To be respected	To show respect - pupils, teachers, parents etc.
To feel supported	To seek guidance when necessary
To assist effectively without disturbance	To work under guidance of the C.T.
To have the co-operation of all parties involved e.g. parents, teachers, other professional agencies and pupils	To pass on information (good communication)
To be happy in school	To inform the Principal of any difficulties

THE RIGHTS AND RESPONSIBILITIES OF THE BOARD OF GOVERNORS

Rights of the BOG	Responsibilities of the BOG
To be consulted and kept informed.	To support the Principal and staff in ensuring the efficient running of the school The BOG report to inform parents. To attend training
To be respected by the school community	To respect the staff in school.

Routines and rules are important part of everyday life in class and in school.

Routines

Routines enable children to know what is expected of them. Teachers should familiarise children in their class with their own routines and should explain, discuss and practise routines especially at the beginning of each school year. They should remind children of the routines frequently until they become established.

GENERAL RULES

To ensure that a calm and caring environment is created, where learning and teaching can take place, where we encourage children to adhere to the following: -

SAFETY

- Children must walk in the classrooms, corridors, and in the dining / assembly hall in an orderly fashion with no undue noise.
- Teachers must be notified in writing or by telephone when children wish to leave school for appointments etc.
- Children must not bully or hurt other children verbally or physically. (Refer to our Anti-Bullying Policy.)
- Jewellery should be limited to a watch and stud earrings. When children are engaged in physical activities, the teacher may ask the child to remove all items of jewellery.
- The management of the school are not responsible for loss or damage to jewellery or other items brought to school.
- Parents should notify teachers about changes to home time arrangements.

COURTESY

- We feel it is important in our school community to encourage our children to be polite.
- Children are encouraged to say "excuse me", "please" and "thank you".
- Children should not interrupt adults who are speaking until invited and should not interrupt other children who are speaking.
- Children should knock before entering a room.
- Children should stand back and let adults e.g. open a door for adults, let adults enter first, let adults pass in the corridor.
- Children are quiet and well behaved when an adult visits their classroom.

LEARNING

- Pupils should work quietly and work to the best of their ability.
- They should always try to finish their work.
- Pupils should present work of an acceptable standard as determined by their teacher.
- They should complete and present homework of an acceptable standard on time.

CLASSROOM

- It is important that children behave properly in the classroom so that they and others can learn.
- Children will help their teacher compile their classroom rules.
- All children respect each others property.
- Children take care of books, equipment etc.

PLAYGROUND

- In dry weather children should be outside at break and lunch time, except in the cases of illness, supported by a note from home.
- Children should use acceptable language and always be polite, kind and friendly..
- Children should respect the playground staff and follow their instructions at all times.
- Children should line up for class immediately when the bell rings at the end of playtime.
- Children should respect school property and play equipment.

EDUCATIONAL VISITS

- Children are expected to represent the school in the best possible light.
- Children are expected to behave in an appropriate manner, keep themselves safe and to be courteous at all times.

MOBILE PHONES

Mobile phones should

- Not be brought to school. However, if parents feel their child needs a phone, eg if going to visit another pupil's house after school, they should phone or write a letter to school giving permission.
- Be switched off between 8.30am and 3pm and given to the teacher until school finishes.

ELECTIRC GAMES

Electric games are not allowed in school.

REWARDS – THE POSITIVE APPROACH

The Purpose of Rewards

- Contribute to the ethos of the school
- Positively recognise and reinforce good behaviour
- Positively recognise effort, success and behaviour
- Encourage pupils to take responsibility
- Enhance morale and self esteem

We are all motivated when our positive behaviour is rewarded rather than when our negative behaviour is punished.

Praise and encouragement may be given in many ways and, without any attempt to put this into a value order, might include the following: -

- Table of the week
- Pupil of the week
- Stars / Certificates to celebrate good work or good behaviour
- House points
- Positive comments - oral or written
- Golden time - as designed by Jenny Molsey
- Special awards
- Friendship tree
- Being sent to the Principal or another member of staff for commendation, signature or certificate.
- Public acknowledgement at assembly or in child's class
- Special responsibility
- A quiet word or an encouraging smile
- A display of work
- Parents informed by a letter or note of specific achievement deserving praise

WHOLE SCHOOL SYSTEMS TO SUPPORT BEHAVIOUR

- Incentives / rewards
- Praise
- Playground equipment / games
- Pupil of the month
- Certificates
- Hydration
- Visual Timetable
- Circle time
- WALT / Let's Learn
- Use of positive behaviour strategies e.g. Golden Time as designed by Jenny Molsey, behavioural specialist.

- Use of the end of year school report to comment on behaviour and general attitudes.

POSITIVE TEACHER ATTITUDE

- Concern, respect pupils, value opinions. Empathising is important and making positive statements to pupils.
- Try to resolve grievances honestly.
- Criticise the act not the person.
- If possible try to suggest ways to improve rather than to criticise.

BODY LANGUAGE

- Non-threatening

GIVE OF YOURSELF

- Listen, make genuine effort.
- Show a willingness to give up time for them.
- Search for common ground between teacher and pupil.
- Get to know the pupils.

ENVIRONMENT

- Seek to create a supportive environment within the classroom.

GROUP DYNAMICS

- Encourage peers to give praise
- Work to improve peer group relationships within the classroom
- Defuse situations in a low key manner before they get out of proportion

PLAYTIME AND LUNCHTIME SUPERVISION

Children are aware of the agreed rules when they are in the playground. A daily duty rota is in place for teachers and classroom assistants at break times and lunch times.

Lunchtime supervisors are asked to report incidents of misbehaviour to the Principal, or to the relevant class teacher. Supervisors are encouraged to offer praise for good behaviour. Depending on the seriousness of an incident lunchtime supervisors will give a verbal warning with an explanation of the consequences of future behaviour. If the

incident is more serious or there is a recurrence by the same pupil the matter will be referred to a member of staff. If appropriate, pupils may be removed from playing with other pupils for a period of time in order to reflect on their behaviour or to calm down.

CONSEQUENCES

Should be:

- Consistent
- Applied uniformly
- Applied promptly after the misbehaviour
- Presented as a choice the child has made
- Reasonable
- Related to the behaviour
- Age appropriate

These will be given according to the seriousness of the incident, they will be specific to the individual and not applied to the whole group.

- A disapproving look
- A verbal rebuke or reminder of class rules
- Moved to another desk
- Withdrawal of privileges / responsibilities e.g. exclusion from after school activities, school trips, school sports teams etc., golden time
- Discussion with the child - if need be a constructive approach to criticism and include advice on how to improve behaviour
- Temporary removal of a pupil from his / her class into another class for a short period
- Informal chat with parents
- Kept in at break or dinner time to do useful work
- Report to higher level
- Letter home to parents
- Formal appointment with parents - if a pupils behaviour is considered serious enough, parents will be informed and if appropriate, invited to attend an interview in school to discuss the matter
- Action plan agreed
- Involvement of other agencies e.g. EWO / BST / Educational Psychologist / Social Services
- Suspension
- Expulsion.

PROCEDURE FOR CONSULTATION

- The class teacher will attempt to deal with incidents of unacceptable behaviour and will record noteworthy events.
- Teachers may contact the parents with the permission of the Principal.
- If unacceptable behaviour continues the child will be referred to the Principal and parents will be contacted.
- Should the behaviour persist, the school will implement the Code of Practice drawing up an individual plan.
- The Principal will discuss with the parents the necessity of involving outside agencies and will proceed with arrangements.
- The Board of Governors will be informed.
- The Governors and the Principal will refer the matter to the EA for advice and guidance.

LINKS WITH OTHER POLICIES

- Anti-bullying Policy
- Reasonable Force and Safe Handling Policy
- Pastoral Care Policy
- SENDO Policy

LINKS WITH PARENTS

- We believe that parents are expert on their own children and that they can impart vital information to the school.
- Parents are highly effective teachers of their own children and the impact made by parents and the home is an important factor in levels of attainment.
- Parents should contribute to any decision making regarding their child.
- Parents can assist the discipline process by -
 1. Telling the Principal / child's teacher if there are problems at home which might affect a child's behaviour at school
 2. Discussing concerns about major behavioural changes involving their child with the class teacher
 3. Contacting the school if there are concerns about something that has happened
 4. Attending parental interviews.

CONCLUSION

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our positive behaviour policy, encouraging innovation and flexibility in interacting with our pupils.

It would be hoped that through the adoption of this positive behaviour policy, with the teachers, pupils and parents working together, we will provide a safe, secure, happy and structured atmosphere for learning.

REVIEW OF POLICY

This policy is reviewed on a regular basis by Governors and changes made as appropriate.

The next review of the policy will take place in the Spring Term of 2020.

_____ Chairperson Date _____

_____ Principal/Pastoral Care Co-Ordinator

Date _____