

RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for School Behaviour Management

Our Vision Statement

'Our vision is to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future.'

We give children a voice and an opportunity to use it to make a difference in their school, community and world

We create confident, resilient, happy and successful learners prepared for the next stage of their journey.'

Our Aim

To develop children who are inclusive and caring individuals with a respect for others and an understanding of the responsibility to serve others

To teach children the Christian values at the heart of our school and give them the opportunity to play an active role in the school and wider community as the role models of the future.

Matthew 22 vs 37

'Love the Lord your God and love your neighbour as yourself.'

At Richard Taylor School:

- All have the right to be safe
- All have a right to respect
- All have a right to learn
- All have a responsibility to care.

To achieve our aim the school will:

- work with children and young people and their families to ensure each learner has the opportunity to develop social and emotional aspects of learning that promote positive, safe behaviour inside and outside the classroom.
- establish an effective and consistent system of consequences which acknowledges the positive behaviour of children and young people and challenges inappropriate behaviour.

This policy has regard for the Disability Discrimination Act and reasonable adjustments will be made for children and young people with a disability.

Roles and Responsibilities

A whole school approach to behaviour management is necessary to support the aims of our school. Everyone has a role to play. A key objective of this policy is to make these roles clear:

The role of the Governing Body is

- to follow a process of consultation with parents and the Headteacher to set the framework of the school's discipline policy
- to oversee the Head teacher's maintenance of good behaviour at the school in line with their policies.
- to advise the Head teacher of their views on specific measures for promoting good behaviour.
- to ensure the school follows policies to provide good behaviour among pupils
- to regularly review the school's anti bullying policy

The role of the Head teacher and Senior Management Team is

- to take day to day responsibility for good behaviour with the support of the Governing Body
- to draw up the school's positive behaviour policy
- to publicise the school's behaviour policy to pupils, parents and staff.
- to put into place and regularly review the effective strategies against bullying
- to provide opportunities for parents to attend parents evenings, general meetings and to be available for individual parents to discuss their child
- to support staff in the implementation of agreed rewards and sanctions.

The role of the staff is

- to establish a positive learning environment
- to set an example to all pupils through their interaction with all members of the school community
- to deal with poor behaviour using agreed whole school strategies
- to develop a positive relationship with all pupils
- promote the positive mission statement and vision of the school
- To deliver a curriculum which engages learners and supports positive attitudes to learning.

The role of the parent is

- to support their child by ensuring they attend regularly
- to support the school in its behaviour policy
- to attend parents consultation and open evenings
- to raise any concerns about their child with the class teacher

The role of the pupil is

- to attend school regularly.
- to take an active part in discussing agreeing and committing to class rules for good behaviour as established in their class charter.
- to behave sensibly, sensitively and politely to both children and adults in the school community
- to tell an adult if they have any problems
- to reinforce the school's positive behaviour policy by active involvement and contributing to the creation of agreed class charters.

Rewards and Sanctions

The emphasis of the school's behaviour policy is on the positive approach of encouragement and praise rather than negative criticism. Where it is considered that criticism is appropriate it should be constructive in its approach and include advice on how to improve behaviour.

Praise can be given in many ways. The school will use a variety of the following approaches to reward good behaviour and work

Sanctions need to be applied fairly. All staff should avoid sanctions which do not follow the agreed framework below:

- First warning: A verbal warning about behaviour.
- Second warning: The individual will be given a time out or will miss a playtime.
- Third warning: The individual will be sent to another classroom where they will be placed in isolation.
- Fourth warning: The individual will be sent to Mr Symonds. In his absence the individual will be sent to the most senior member of staff on site.

- Fifth warning: Parents will be informed of the individual's behaviour at the end of the day. A meeting may be arranged to discuss approaches to improving behaviour.

The names of all pupils on each stage of the behaviour framework will be displayed in the classroom.

It is essential that the child understands fully that it is his/her behaviour that is unacceptable and that he/she is still valued as a person within our community

Behaviour Improvement Plans

At Richard Taylor Primary School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we may use an individual behaviour rewards chart to change a child's behaviour. These are used by all staff and will be introduced before a referral to an outside agency is considered. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

Behaviour at Breaktimes

Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly.

Rules for playground behaviour follow class rules and are regularly reviewed by pupils through PHSCE and class discussions.

Pupils are expected to ask permission before they enter the building during breaktimes. After the bell has been rung at breaktime or lunchtime, the children are expected to line up in their class lines. The children should walk into school in a quiet, orderly manner.

Incidents of unacceptable playground behaviour should be dealt with immediately by the staff on duty and reported to the class teacher where appropriate. The SMT will be involved at the appropriate stage in the school's sanctions framework.

At Lunchtime

Pupils are expected to be polite and cooperative with one another and with the lunchtime supervisors and cooks. They should move around the hall in a quiet, orderly fashion and observe the lunchtime rules. At the table the pupils should be well mannered and ensure that they have finished their food before leaving the hall. They are expected to keep the conversation to their own table and to clear away their trays and stack their chair on leaving the table.

At lunchtime, supervision is carried out by a team of midday supervisory assistants. They will actively encourage children to eat their food. Any issues relating to eating will be fed back to parents by teachers.

The Senior Supervisor can refer to the Headteacher or the Deputy Headteacher if necessary. The Supervisor and mid-day assistants are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. The Supervisor and mid-day supervisory assistants (MSA's) will record example of unacceptable or exemplary behaviour in the behaviour book. This will be monitored regularly by the headteacher

Wet Playtimes

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each classroom). Class teachers should ensure that pupils are clear about the rules for wet playtimes in the classroom area.

- Pupils should remain in their own classroom area

- Pupils should remain seated as much as possible. Movement around the classroom should be calm and orderly
- No scissors, tools or glue should be used
- Pupils should not write on the board
- Pupils should clear away when asked to do so by break or lunchtime staff

Behaviour outside school

When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos

- Before setting out on a trip pupils should be reminded to:
- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them

Special Educational Needs

Some children have particular emotional and behavioural needs that require special assessment and programmes. In these cases we establish a curriculum and reward system which engages the individual child and promotes positive behaviour.

Power to Search

The Headteacher (and staff authorised by the Headteacher) have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff, at least one being of the same gender.

Race Equality and Equal Opportunities

We believe that it is important to prepare our children for life as citizens in a multiethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity.

Any incidents of a racist nature will be dealt with following the guidelines in our equalities policy. All incidents are recorded by the Headteacher. Parents will be informed.

Monitoring and Evaluating

We will regularly monitor our behaviour system for rules /rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Questionnaires for parents / staff / pupils
- Number of pupils sent to the headteacher
- Number of individual pastoral plans set up in school
- Feedback from visitors

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

Our policy and practice are regularly reviewed by staff as outlined above and by our Governors.

Reviewed: 2019/20

Review: 2023/24