



RICCALL COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY

Rationale:

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way, where everyone feels happy, safe and secure. This is a reflection of the society for which we are preparing the children to be active members with an understanding of individual liberties and the rule of law.

The aim of the behaviour policy is not a system to enforce the school rules; it is a means of promoting good relationships. The governing body expects every member of the school community to behave in a considerate way towards each other. We treat all children fairly and apply this behaviour policy in a consistent way and view every new day as a fresh start.

Rewards and sanctions (see appendix A)

The school employs a number of rewards and sanctions to promote and enforce the school rules and positive behaviour. We employ both appropriately to each individual situation.

Our school does not tolerate bullying of any kind – including cyber bullying. We actively promote an anti-bullying message to all pupils and act immediately to stop any occurrences of such behaviour when discovered, whether inside or outside of school. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

The role of the class teacher

- To provide Circle Time and a Personal, Social, Health, Citizenship and Emotional (PSHCE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.
- It is the responsibility of the class teacher to follow the discipline procedure with professional discretion and ensure that the school rules are enforced in their class.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.



The role of the Headteacher

- The Headteacher shall implement the school behaviour policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in our school.
- The Headteacher shall keep records of all reported serious incidents of misbehaviour, bullying and racial incidents.
- Following notification to school governors, the Headteacher will issue the fixed-term exclusions to individual children for serious acts of misbehaviour, including permanent exclusions.

The role of pupils:

Early Years

- To respond positively to boundaries that are set by staff, with support where needed
- To listen to adults and to each other
- To take part in activities that will help them understand their own needs and those of others
- To begin to think about others and show a developing awareness of other peoples' needs
- To play safely – indoors and outdoors
- To show kindness towards others and always use gentle hands

KS1 and KS2

- To treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children.
- To follow the whole school Behaviour and Class Charter and behave appropriately. To know that consequences will be put in place if these expectations are not met at any time during the school day.
- To listen to each other and to all the adults in the school and respect each other's feelings.
- To understand that their behaviour has an impact upon themselves and others and that actions have consequences.
- To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children.
- To attend every day, arrive on time, line up calmly, and enter school ready to learn.
- To participate and play an active role within school.



The role of school staff and volunteers:

- Teachers and staff act as custodians of children's rights. They ensure their rights are upheld, although they may, at times, prioritise children's rights to ensure that they are safe.
- To treat children fairly and consistently when they have not behaved according to expectations or charter agreements. They will be listened to and expected to explain their actions.
- To use restorative practice to understand the impact of their behaviour on themselves and others.
- In accordance with child protection training, staff will be aware that a pattern or change in behaviour could be a sign of wider need.
- To discuss expectations for behaviour with children in a manner appropriate to their stage of development so that children know and understand what is expected of them.
- To give the children a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.
- To praise and reward good work, behaviour and attitudes, both in the classroom and around the school.
- To take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.
- To know and understand the Rights Respecting Behaviour policy and that new staff will receive induction to make sure behaviour is treated consistently throughout the school

The role of parents

- To support the school in its Behaviour Policy.
- To talk to their children about the school expectations of learning and behaviour.
- To give specific praise when children do well at school and share with us any achievements outside of school.
- Take part in opportunities to celebrate success, such as assemblies, workshops and trips.
- To work with school if there are any concerns about their child's behaviour in school; working together can quickly make a difference.
- To encourage children to discuss problems and accept help when needed.
- To attend parent teacher interviews and any other meetings with school that will help your child.
- To tell school of any concerns, including medical concerns or issues which may affect your child's behaviour or learning. These concerns may stem from within school or beyond school.
- To ensure that your child attends school regularly and on time.



- To support wider policies that can impact on behaviour such as, sending children into school in school uniform, supporting homework being completed and encouraging reading every day.

The role of governors

- The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- The governing body will hold the Headteacher to account for the implementation of the policy and to monitor its effectiveness.
- The governors are informed of any fixed term and permanent exclusions. Parents have the right to appeal to them for re-instatement.
- Parents may also appeal to the governors if they believe their child is being treated unfairly.

Fixed-term and permanent exclusions

- In line with NYCC policy, the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the 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 Headteacher, in partnership with the governing body, informs the LA about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.
- Following exclusion for physical assault, a risk assessment must be drawn up by the Headteacher in partnership with the governing body and agreed by the parents prior to re-admission.



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 LA and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The SLT are responsible for recording the children that have missed playtimes due to behaviour incidents. Individual logs may also be kept.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy links with the following other policies:

- ❖ Race Equality
- ❖ Special Educational Needs
- ❖ Equal Opportunities
- ❖ Attendance
- ❖ Anti-Bullying

Date policy agreed: March 2021

Date of Review: March 2024

Signed (Chair of governors): M. Sheedy



(Appendix A)

Rewards and sanctions

Our school motto is 'to be the best that we can be'; we praise and reward children for good behaviour in a variety of ways:

For being the best that I can be:

- teachers congratulate children;
- praise is given and shared within the class and with additional adults
- teachers give children stickers as appropriate;
- each week, we nominate a child from each class to receive a 'Gold Card' certificate in the school Gold Card assembly; children earn these certificates for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Midday Supervisors choose children for the dinner ladies' Gold Card, which is awarded in our Gold Card assembly. At the end of each half term, the winners of the dinner ladies' Gold Cards are put into a draw to win a prize;
- good work and behaviour is rewarded by the headteacher through verbal praise, stickers, certificates and contact with parents;
- at the end of each school year, governors collect nominations from the school community for individuals who have demonstrated the governors' values throughout the year. These children are recognised with a 'Governors' Award'.

For being the best team we can be:

- adults give children house points as to reward behaviour that is above the high standards that are expected; the team with the highest number of weekly 'wins' at the end of a half-term earns an extra playtime.

For being the best class we can be:

- at the start of the year, classes set an agreed target and work towards achieving their 'target 100'. At the same time that the target is set, the class agrees a reward which is earned by the class when they achieve their 'target 100'.
- by keeping a tidy classroom, arriving at school on time and earning all playtimes and lunchtimes, classes work together to earn 'class points' which are awarded in our 'Gold Card' assemblies. The class with the highest number of points at the end of each half-term wins a prize;

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.



In each class, a set of 'traffic lights' are displayed; all children begin on the green 'light'.

- If a child chooses to behave in an inappropriate manner, they are given a verbal warning.
- If the child chooses to continue with that behaviour, they are moved onto the orange 'light'. This signals a formal warning. At this stage, the child may be moved to a different seat in the classroom, if appropriate and if it will help re-focus him/her. At this point, the teacher will have a brief conversation with them during the next playtime about their behaviour and to remind them to make the right choices.
- If the child continues to choose to behave inappropriately, their name is moved onto the red 'light'; once on the red light, the following steps are all followed:
 - Playtime 'thinking time' (10 minutes)
 - Headteacher involvement
 - A text will be sent to parents
- If a child has three 'thinking times' in a half-term, they spend an extended period of a lunch-time with the Headteacher, to reflect upon their behaviour and their choices.
- Outside agencies will be requested to support children if deemed necessary, in line with our inclusion policy.