

Richmond Avenue Primary & Nursery School



Behaviour Policy

Updated – September 2020

In order to support positive behaviour, and in recognition of the fact that children need a framework to guide them, this Policy for Positive Behaviour has been created. Our aim is to foster a school community where children can learn and develop as caring and responsible citizens. We recognise that within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs.

At Richmond the safety and well-being of our children is our number one priority. We believe that all children should be kept from harm and protected, and that they should be given the opportunity to reveal how they feel in various situations. The school has effective multi-agency links where information can be appropriately shared to help children achieve and be successful.

Our school has Learning Mentors, attendance officer and a SENCO; they provide a complementary service to teachers and other staff, addressing the needs of learners who require assistance in overcoming barriers to learning in order to achieve their full potential. They work with a range of learners but give priority to those who need the most help, especially those experiencing multiple disadvantages. The variety of issues covered is vast, ranging from punctuality, absence, behaviour and abuse to working with able and gifted learners who may be experiencing difficulties.

Good attendance and punctuality are important habits that we want to develop to help children succeed in the future. Every lesson counts and being in school every day gives children the best opportunity to be successful with their education. We celebrate both those pupils with 100% attendance and those with significant improved attendance. Our curriculum is varied, lively and pupils enjoy their learning.

We understand the importance of involving families and the wider community in encouraging children's positive behaviour. Teachers have regular contact with parents and carers from informal chats at the end of the day, to formal parents' evenings and reports. During these times, teachers give praise for positive attitude and behaviour shown by the children as well as informing parents of times when children have made the wrong choices. We aim to build positive relationships with families through events held during the school year. These may include school trips, assemblies, summer fairs and charity days. Families are kept informed of the school curriculum through half termly newsletters and regular updates on the school website. This partnership between school and home is essential to show children the importance of continuing their learning beyond the school gates.

As a way of encouraging our pupils to show respect, we require them to wear school uniform and we ask parents and carers to ensure their children are dressed appropriately for school every morning. Children should also have PE kits in school so they can participate in all activities during lessons.

All appropriate measures are applied in relation to everyone who works in the school. This includes volunteers and staff employed by contractors. All children are encouraged to share any concerns or worries they may have and they can do this in a variety of ways, e.g. talking to their teacher or a member of support staff, worry boxes are in every class for the children to put in any of their concerns.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted. All

members of staff are clearly identified, and it is the policy of the school to challenge any person not wearing appropriate identity.

As we strive for the greatest learning community, we are passionate about our learners achieving their very best within our school. Every stakeholder has an impact on our children's positive learning behaviour therefore a variety of strategies are put in place to facilitate this. Positive comment and feedback is regularly given to our learners on how to behave appropriately throughout the wide curriculum opportunities we give them. This prepares them with lifelong behaviour skills for a variety of different social situations. On a daily basis, verbal praise and our weekly celebration assembly are amongst our main reward systems and pupils achievements are immediately recorded and shared.

The environment also promotes good emotional well-being due to various displays celebrating achievements through work and photos. For the children who demonstrate good learning behaviour throughout the whole week they are rewarded through house points or achievement certificates in assemblies. We believe these behaviour strategies convey the message to all pupils that behaving appropriately in school is paramount to enable a positive behaviour for learning climate.

At Richmond, the rewards for good behaviour far outweigh the sanctions for unwanted behaviour. Teachers use praise, special helpers and house points / class dojos to praise and motivate. Most children understand what is not acceptable and the majority of unwanted behaviours are dealt with at this stage by the teacher.

In those cases where children need more support to control their behaviour there are many systems in place to help them. Our Inclusion Team are usually the first port of call to ensure that everything is followed up in order to plan for support, which ensures the best possible outcomes for all pupils.

Pupils' rights and responsibility are championed. Every child has the right to be fully informed of responsibilities, rules and routines. Every child has a voice at Richmond, and an entitlement to be heard. Teachers strongly encourage children to be "active listeners" within lessons. Each class has a pupil representative on the School Council, and regular opportunities are provided for school councillors to seek and collate the views of their peers, and share discussion and actions direct from School Council meetings. Staff members are represented at School Council meetings and pupil / staff dialogue is built into daily community routine.

Year 6 School Council Leads are intended to be role models to other students. Students who fill this role are expected to act with decorum and be conscientious of the school rules. As Leads, these children are expected to act with maturity and work to preserve the school building and ensure all pupils conduct themselves in an orderly fashion.

Much of the work that we do with the children and staff is about building positive relationships through developing respect for opinions, developing and understanding and appreciation of other cultures and beliefs.

What we mean by 'good' behaviour

Everyone in school is expected to be:-

- Careful and considerate e.g. play safely in playground.
- Polite and friendly e.g. remember to say thank-you.
- Helpful and kind to each other e.g. tidy up at end of session. Share toys etc.
- Hard working e.g. do their best, join in with lessons.
- Listening e.g. think about what is said.
- Quiet when necessary e.g. during assembly.

Rewards

Housepoints – Children can earn house points from any staff in the school. They can be given for positive actions, behaviours or effort throughout the school day. Weekly house team winners are celebrated across the school.

Class Dojos – Each class uses class dojos to promote in class positive learning behaviours. Children can receive dojos in class for displaying appropriate behaviours to their teacher.

Golden Time - Teachers have individual control of how to promote the positive aspects of learning and behaviour throughout each week in their classes, ensuring there is consistency across year groups / phases. This should not detach from learning through the day, but can use a short period of the afternoon as an individual class / year group / phase reward through 15minute weekly golden time.

Sanctions

Where children are unable to make the right choices, the school has a range of sanctions, which can be applied in order for the children to reflect on their behaviour. These can include missing a playtime or being removed from the playground. In addition, we will inform parents and arrange meetings with Senior Teachers if there is evidence of persistent poor behaviour.

The only time any physical contact would be made with a child would be through team-taught staff who are trained to support extreme behaviour challenges if they arise. Staff should not initiate any contact with pupils, but pupils may, for example, choose to take an adult's hand to hold whilst walking

Where necessary a child may be supported with an individual behaviour support plan, which will be drawn up in collaboration with the teacher, child, parent and SLT.

The school reserves the right that in the event of serious misbehaviour they may use internal or fixed period exclusions. In some instances, if it is deemed appropriate a reduced timetable may be implemented or a managed move to another school through the Fair Access Protocol procedures.

In extreme circumstances, where persistent behaviours are not being altered, despite the school support being offered, then there is a possibility that after school detentions may be used as part of L4 consequences.

Richmond Avenue Consequence System

Initial Behaviour →

- A pupil receives a verbal reminder of the rule and what is expected.
- The pupil is given a verbal warning that they have a choice to follow the rule and comply with an adult request or, if they repeat the same behaviour, then they will be asked to sit by themselves at the time out table for 5 minutes to calm down and respond appropriately.

Behaviour Continues L1 →

- The pupil receives a verbal reminder of the rule and what is expected.
- The pupil is given a verbal warning that they have a choice to follow the rule and comply with an adult request or if they continue to repeat the same behaviour then they will be asked to go for 10 minutes time out in their buddy class to complete a behaviour sheet.

Behaviour Continues L2 →

- The pupil is to go to their buddy class for 10 minutes at KS2 or 5 minutes at KS1 to reflect on their behaviours.
- They then return to their classroom and continue with the lesson. The prior actions will be discussed by the teacher and the child at the first break, either lunch or play. If the child gets to this stage during the afternoon then the discussion should take place before the end of day.

Behaviour Continues L3 →

- A pupil receives a verbal reminder of the rule and what is expected.
- The pupil is given a verbal warning that if they repeat the same behaviour then they will have further consequences (e.g missed break)
- The pupil will then have this 'incident recorded in the online system and will have to stay in for the following break time.
- Phase Leaders should be informed if a child has to miss a break session due to L3 behaviour

Consistent behaviour issues L4→

- Two L3 incidents within ten school days will result in the third incident becoming a L4.
- At L4, the child having a consequence will also have a letter sent home regarding their ongoing behaviour.

**Any child who has a break / lunch consequence cannot represent the school for a week from when the consequence is issued.

**SLT reserve the right to suspend children from squads due to inappropriate behaviours

Children can be given a L4 consequence instantly by a senior leader (Head / Deputy) for more serious incidents of poor behaviour.

Incidents of extreme behaviour can result in instant exclusion by the Headteacher without going through the whole system and cases are judged individually.

Children should only be sent directly to the Headteacher if they have committed an excludable offence. This list is not exhaustive but includes serious acts of violence and cases will be judged individually.

Any staff that are having difficulties in managing behaviour in their classroom are to speak to the Inclusion Team and request additional support.

External Exclusions:

Rarely, we are left with no alternative but to pursue a fixed term off-site exclusion where work is set by the class teacher and is sent home.

If a child is undertaking a period of fixed term exclusion their parents/carers are responsible for ensuring the child remains at home for the duration of the exclusion and not be allowed out of home during school hours. Upon conclusion of this exclusion there will be a return to school meeting with either the Headteacher or Deputy Head(s) to discuss next steps.