



Rookhope Primary School



Behaviour policy

Philosophy

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. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Effective Behaviour Management is essential for the smooth running of the school. All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.

Aims

- To promote good behaviour and achievement
- To enable effective teaching and learning
- To create a safe and secure environment for every member of the school community
- To promote independence and self-discipline
- To teach pupils to understand, accept and tolerate differences in individuals

All staff are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with unacceptable behaviour, staff should always:

- Deal promptly with the situation
- Apply the sanctions consistently and treat all pupils equally
- Establish a relationship of respect with pupils

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils. The successful implementation of this policy depends on full participation. Every member of the school community has a responsibility to ensure positive behaviour.

Headteacher's responsibility

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour exist and are consistently implemented.
- To ensure that good practice is both developed and shared eg by observation of teachers who are skilled in behaviour management.
- To ensure that professional development is provided for staff that develops the individual and supports school priorities.
- To ensure that the school regularly communicates with parents, carers and governors.

- To provide effective support for teachers presented with extremely challenging and uncooperative pupil behaviour.
- To provide clear leadership and support for the school's behaviour policy.
- To provide a visible and dependable support to staff.
- To ensure a curriculum is in place that stimulates and motivates all pupils, particularly the most vulnerable.

Staff responsibility

To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and accepting diversity.

- To provide a stimulating environment for learning.
- To teach positive behaviour.
- To plan and prepare stimulating lessons.
- To teach respect by treating pupils with fairness and consistency.
- To teach interpersonal skills by promoting positive, supportive relationships between pupils.
- To support the school's positive behaviour policy.
- To maintain positive communications between home and school.
- To provide guidance and assistance to individuals as necessary.

Governors' responsibility

- To monitor the effectiveness of the school's Positive Behaviour Policy.
- To support the Headteacher and Assistant Headteacher in the monitoring of behaviour.

Parents' responsibility

- To ensure their child's regular attendance and punctuality at school.
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy.
- To ensure their child is ready to learn when attending school.
- To keep the teacher / Headteacher aware of any circumstances which may affect their child's learning and behaviour.
- To maintain regular contact with the school through attendance at Parent's Evenings, and, as appropriate, through letters, face to face contact or telephone calls.
- To encourage and support their child in the completion of homework.

School Rules

The following school rules have been agreed between pupils and staff and are displayed in each classroom and the school hall. These are regularly reinforced by all staff.

Our school rules

- We listen carefully and follow instructions.
- We always work hard and try our best.
- We are polite to everyone and speak kindly to each other and to staff.
- We use good manners at all times.

Our playground rules

- We include everyone in our games.
- We use kind words and are respectful to everyone.
- We keep hands and feet to ourselves.
- We follow instructions given by staff.

Rewards

- Verbal praise
- Marbles in the Golden Time jar
- Golden time
- Name displayed on the gold star
- Stickers
- Special certificates
- Headteacher's awards
- Special mention in Celebration Assembly

Sanctions

At Rookhope School we operate a “traffic light” system of behaviour management. Pupils names are displayed on the green traffic light at the start of each day and a log is kept throughout the week recording any incidents that have required “traffic lighting” a pupil.

<u>Possible inappropriate behaviours</u>	<u>Stage</u>	<u>Consequences</u>
Low Level Disruption eg chatting, lack of concentration, lack of work or lack of effort completing the work, misuse of equipment, lack of respect, not following instructions, arriving late to class following playtime / lunchtime, shouting out of answers when asked to put hand up	1 Dealt with by teacher in class.	Verbal reprimand, look, use of pupil’s name, moving pupil, use of ‘amber’ on traffic light. <i>If the child does not improve their behaviour at this point, it moves into Stage 2.</i>
Persistent Low Level disruption eg continuation of the above into same or future lesson	2 Dealt with by teacher in class or staff may ask HT/AHT to speak to the child	Children placed on ‘red’ on traffic light which constitutes a ‘warning’. The child will then miss 5 minutes of playtime or Golden Time. If a child receives more than 1 red traffic light in a week, the teacher will speak to their parent or carer.
Serious disruption Serious incident: e.g. someone has been physically harmed, serious verbal or physical aggression or behaviour that puts others in immediate danger, behaviour that could lead to an exclusion from school.	Stage 3 Dealt with by HT/AHT	Red traffic light. Headteacher called immediately, child withdrawn from lesson/ situation. At HT’s discretion child may be isolated for remainder of day. Parents/carers to be notified. External agency support such as LA Behaviour Support Team may become involved if repeated issues occur.

Exclusions

If a pupil continues to behave in an unacceptable manner or they are endangering other pupils, themselves or staff, it may be necessary to exclude them. In this instance the Headteacher or Acting Headteacher will follow the guidance from the DFE “Exclusion from maintained schools, academies and pupil referral units in England” February 2015.

Acting Head Teacher Signature	S J Hodgkinson
Chair of Governors Signature	R Watt
Date	July 2017
Review Date	July 2020, or as legislation changes