

Red Row First School



BEHAVIOUR POLICY

Date Written: February 2018
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Responsible Governor: Resource and Management Committee
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Our Behaviour Policy is designed to ensure that everyone at Red Row First School has the opportunity to learn, achieve and be successful, whilst emphasising the need for everyone to respect all members of our school and the wider community.

ETHOS

As a school we encourage an inclusive partnership between the children, adults and the home. We understand that children need to feel safe and secure before they can be successful. Because of this, we strive to make all our children feel this way, so that they can fulfil their potential.

We work each day with a common purpose to create a sense of belonging and community, not just among the children and adults but also the parents and carers. We do this through treating everyone with respect and ensuring each one of us is valued. In addition we aim to foster resilience in individuals and inspire the children to widen and develop their aspirations.

AIMS

The desired outcomes of the successful implementation of our behaviour policy are as follows:-

- It will have a positive impact on the learning of our children;
- It will promote the best chance for the children to reach their full potential;
- It will make school a positive experience for all, breaking the cycle of negative perception towards education, that exists in some areas of our community;
- It will provide the framework for a consistent approach to behaviour management across the school.

EXPECTATIONS / RULES

At Red Row we feel the expectations we have for everyone can be summarised in three simple school rules:

1. **Take care of everyone and everything.**
2. **Help each other to do our best.**
3. **Look after all property.**

Staff ensure that children understand these expectations by regularly revisiting them and exploring their meaning. We celebrate children who excel in these areas during our Friday achievement assemblies.

PRAISE AND REWARDS

As outlined above we celebrate those children who have acted as good role models with assembly awards. We also look to reward good behaviour in the following ways:-

- Positive use of language and praise to those children setting a good example to others;
- House points are awarded by staff to children showing positive behaviours towards our school rules. These points are totalled each week and accrued towards an end of half term reward for the winning house.
- Twice daily 15 minute reward sessions in the Rainbow Room for 2 pupils in each class who have worked well in the morning or afternoon lessons.

CONSEQUENCES

Whilst we strive for positive behaviour at all times, we recognise that there will be occasions when children make the wrong choices. At these times there are clear consequences for these choices. As incidents may occur in very different areas of the school the consequences reflect this whilst maintaining a consistent whole school approach.

Key Stage 1 and 2:-

Managing behaviour in KS1 and 2 is based on a planets system. All children start on "Ready to Learn". If they are setting a good example to the rest of the class they can be asked to move their rocket to "Fabulous". If this behaviour is consistent over a period of time they will be asked to move to "Extraordinary" and receive a small reward (pencil, rubber, etc). If children are disrupting their own or other children's learning then the following steps will be taken:-

- Verbal warning and explanation of why behaviour choice is unacceptable;
- Child's rocket moved to "Make Better Choices" and time out in a quiet area of the classroom if appropriate;
- Child's rocket moved to "Consequences" and time out in partner classroom;
- Request for the HT (or if unavailable the AHT) to collect the child.

We recognise that there are some pupils for whom these stages are inappropriate or do not work. These pupils will be moved from their class to a safe place and dealt with using alternative strategies such as Thrive Approach and Positive Handling [Team Teach].

Foundation Stage:-

- Verbal warning and explanation of why behaviour choice is unacceptable;
- Time out in the thinking chair;
- Request for the HT (or if unavailable the AHT) to collect the child.

Lunchtime and Playtime:-

- Verbal warning and explanation of why behaviour choice is unacceptable;
- Time out in a quiet area of the yard, ideally the fence outside the Year 3 corridor;
- Time out in a classroom with a teacher if available;
- Request for the HT (or if unavailable the AHT) to collect the child.#

More Serious Behaviour

We have five criteria of more serious behaviour issues which we consider unacceptable:

- Swearing
- Aggression towards others or property (including hitting, kicking and biting)
- Repeatedly/blatantly refusing to do as a member of staff asks
- Bullying
- Stealing

If these behaviours are witnessed, the child/ren should be sent to a member of the Senior Leadership Team and the class teacher will record the incident in their behaviour file with a yellow card. A record of children receiving a yellow card will be kept in the Headteacher's Office. The first yellow card acts as a warning for the child and should be kept in the Headteacher's office – parents are not informed on this occasion (except in the case of bullying or if another child was injured). If a child receives a second yellow card during a half term, the child's parents will be asked to come into school to discuss the ongoing problems and reminded of the next consequence; a third yellow card, equalling a red card; a red card means that a pupil will be excluded from school at lunchtimes for one week. Parents would need to arrange for the child to be supervised at home during this time. This is formally recorded as an exclusion and is reported to governors and to the local authority. At the end of each half term all yellow and red cards are destroyed by the child and Headteacher so there can be a 'new start', for the next term.

At Red Row we recognise that there may be occasions where a child may place either themselves, another child or a member of staff in danger. In these extreme and unusual circumstances the HT or AHT will be sent for. At this time the child will be asked to accompany the HT or aHT to the school office where they will be offered a quiet space in which they can calm down and talk to staff. If the child refuses to accompany the HT or DHT to the office then the school will follow the procedures that they have been advised to follow by LIST and council H&S team as follows:

If a child refuses to accompany adults to school office, the other children will either be removed from classroom, hall, playground, etc or staff will support the child's movement to an agreed calming area. However, if the child becomes physical in a way that presents a danger to him/herself, staff or other students, appropriate and reasonable measures will be taken. The child will always have at least two adults with them in this situation. Staff have been trained in Positive Handling techniques to ensure that a pupil can be moved quickly and without harm, to a place of safety with the minimum amount of disruption. A behaviour incident record is kept for every pupil in school so that appropriate measures can be put in place for those pupils identified as having a need for support. In the case of serious violent incidents involving physical assault, intimidation or abuse toward staff or other pupils, it will be necessary to fill in a violent incident form.