



*ROBY PARK
PRIMARY SCHOOL*

BEHAVIOUR AND EXPECTATIONS POLICY

We aim for Roby Park to be a safe, secure and supportive school where children are:

- ✓ Encouraged to develop positive attitudes about themselves and others.
- ✓ Given opportunities to develop a self-discipline recognising the importance of courtesy, good manners, tolerance and respect.

These aims will help prepare pupils to live and work happily amongst others and become responsible members of society. In order to achieve our aims we have:

- ✓ High expectations of all our pupils and set targets for learning within our curriculum policies and schemes of work.
- ✓ Recognition of the importance of parental involvement in the life of the school.
- ✓ A commitment to the provision of opportunities supported by policy and procedure set out by the staff and governors of the school.

The success of our school relies on the communication and co-operation of everyone involved in the life of our school.

We recognise that good behaviour, high expectations and positive attitudes to learning need to be taught and that children need to develop good self esteem in order to maximise their potential to meet the learning and social challenges in a school environment.

Children need to feel secure in the expectations of the school and of the rewards and sanctions they can expect. To this end it is important that all staff adhere to the systems described in this policy.

Children need to come into school prepared by parents for the demands that will be made upon them in a school based learning situation.

Good behaviour can continue to develop when school and home share the same goals, where each appreciate the others' point of view and when both support each other in achieving these goals.

Children will be expected to have regard for their good behaviour on all occasions, including when attending events or on educational visits, and when wearing the school uniform.

As a school we acknowledge the importance of the 5 areas outlined within Every Child Matters. These being that, every child has a right to be healthy, to stay safe to enjoy and achieve, to make a positive contribution and achieve economic well-being.

Our Golden Rules

Our Golden Rules have been drawn up with the children and form our moral code. They are as follows:-

We are gentle	We don't hurt others
We are kind and helpful	We don't hurt feelings
We listen	We don't interrupt
We are honest	We don't cover up the truth
We work hard	We don't waste time
We look after our property	We don't waste or damage things

Our Golden Rules will remain unchanged but routines that support good behaviour will vary from time to time as necessary e.g. lining up procedures, classroom routines. At the beginning of a new school year each class will agree on their own set of class rules, which will reinforce the Golden Rules.

We feel it is important to reward all the children who keep to the Golden Rules everyday. At Roby Park, we operate a house point system, where children are rewarded for good behaviour and each week house captains have responsibility for collecting house points. We have recently changed the "teams" and after consultation with children, have agreed on the theme of planets for this year. This system is celebrated each week in assembly, when the total for each house team are shared with pupils.

"Behaviour of the Week" is rewarded each week with headteacher certificates and "no warning" certificates are awarded to pupils on a half-termly basis. In addition to this, class teachers operate their own rewards systems.

If any child chooses the wrong type of behaviour and therefore, does not follow the Golden Rules, they may be issued with a warning. If a child receives four warnings within a day, they will be issued with a yellow letter, where the parents will be asked to see the class teacher. If five warnings are given within a day, this constitutes a red letter and an appointment will be given for the pupil and parents to see the headteacher to discuss the matter further

Strategies used to promote positive self-esteem and good behaviour and positive attitudes to learning

1. A relevant, monitoring, stimulating curriculum, differentiated to meet the needs of all pupils.
2. Positive self-esteem and talking and learning about behaviour will be taught regularly through 'Circle Time' and 'SEAL' (Social and Emotional Aspects of Learning) sessions.
3. Praising / rewarding children who are exhibiting appropriate behaviour and noting those children who then copy that behaviour - proximity praise.
4. Children in each class will be given opportunities to take responsibility in various ways.
5. SEAL themes are incorporated into the school ethos with focused SEAL assemblies led by the headteacher and group sessions led by the Learning Mentor.
6. Children who behave inappropriately will be encouraged to name the Golden Rule they have broken and discuss ways in which they could manage the situation next time to avoid trouble.
7. Class teachers making expectations regarding home learning, home reading and parental support clear.

We reward good behaviour by using:

- House points
- Bronze badges (50 house points achieved), silver badges (100 house points) and gold badges (150 house points) and certificates.
- Praise
- Stickers
- Special responsibilities
- Special mention in front of class or school
- Star of the Week or day
- Informing parents of good behaviour
- Head teacher certificates and stickers
- Half-termly "no warning" certificates
- Class points and prizes

Sanctions

It is important to look for reasons for inappropriate behaviour or attitudes to learning and seek to understand where the behaviour is coming from in order to modify it. It should be always made clear to the child that it is the behaviour that is unacceptable, not the person.

Every effort is made to help children to conform to 'Golden Rules' but children need to understand that the breaking of rules has consequences e.g. warnings, loss of playtime. The child needs to clearly understand that it is not the child who is rejected but the behaviour that is not acceptable.

Hierarchy of behavioural sanctions for Y1 to Y6

This hierarchy does not necessarily have to be followed in this specific order. Teacher judgement and the nature of the incident / behaviour will determine the relevant entry point.

1. A verbal warning /discussion
2. A warning given, noted on class record
3. Loss of privileges, e.g. playtime
4. 4 warnings given - yellow letter issued and appointment made for parent and pupil to see class teacher
5. 5 warnings given - red letter issued and appointment made for parent and pupil to see headteacher
6. Pupils placed on home-school behaviour card
7. Pupils placed on Individual Behaviour Plans
8. Involvement of other agencies to support behavioural issues
9. Pupils placed on Pastoral Support Plans.

This hierarchy does not necessarily have to be followed in this specific order. Teacher judgement and the nature of the incident / behaviour will determine the relevant entry point.

Behavioural sanctions for Foundation Stage

The system above is not used in Foundation Stage, where time out is used as a main sanction. A "Play Plan" may be put into place for Foundation Stage pupils.

If children have been identified as having additional needs, these will be taken into consideration when applying any of the above sanctions.

Most behavioural incidents will be managed through following the initial steps above. Where children are not responding to this system an individual behaviour programme will be drawn up with support from the Special Educational Needs Coordinator and Learning Mentor. Parents will be involved when behaviour programmes are drawn up. Other support may be sought through other agencies, for example Educational Psychologist, School Nurse and Behaviour Support Team through a referral.

In cases of extreme mis-behaviour the school will consider the use of exclusions as outlined in "Improving Behaviour and Attendance - DCSF September 2007."

Emergency Procedures

Violence cannot be tolerated and must be dealt with quickly and effectively.

1. In cases of extreme behaviour such as deliberate physical or verbal attacks on others, the child will be withdrawn from the classroom immediately. If the teacher needs assistance with this, a message should be sent to the Headteacher or office.
If the Headteacher is not available other members of The Senior Management Team / Learning Mentor should be called on for help.
2. Use assertive verbal language to try and stop violence. Clearly say what needs to happen e.g. ' STOP kicking and move back'. Repeat if necessary, keeping the instruction the same.
3. If this has no effect, physical restraint using Positive Handling techniques may need to be used to prevent a child from harming him or herself, or others. Every effort should be made to ensure the presence of another adult in situations where restraint is the possible outcome
4. All incidents of physical restraint must be reported to the Headteacher and recorded in the Serious Incident Log Book. The person who carried out the restraint and the Headteacher should sign the record. Witnesses to the incident should be listed.
5. The Headteacher or Assistant Headteacher will be responsible for reporting the incident to parents.

Links with other policies:

Anti- Bullying Policy
Child Protection Policy
PHSE Policy

POLICY AGREED BY GOVERNORS ON

SIGNATURE OF CHAIR OF GOVERNORS.....

SIGNATURE OF HEADTEACHER.....

Date to Be Reviewed	Actual Date of Review	Signed HT or COG
November 2015		