



# **Behaviour Management Policy**

River Bank Primary School

2020

## Introduction

The vision and ethos of River Bank Primary School is one where all children are taught the values of belonging, the importance of team work, collaboration, respect, motivation and determination, so that they strive to improve, have pride in all they do and achieve high academic standards.

Our school sets the highest expectations of the behaviour of all members of the school community in particular with regard to pupil behaviour.

Politeness, good manners, courtesy and kindness are a priority in our school, with all members of the school community playing a key role. We firmly believe that all children should have an equal opportunity to access the school curriculum, and strategies are in place to ensure that they are not prevented from doing so by their own, or others', behaviour.

We firmly believe that all children have attributes that are worthy of celebration and believe that all individuals behave better when they feel good about themselves. Our approach to behaviour and discipline, therefore, will focus on the positive, using positive language whenever possible and be inextricably linked to a whole school reward system.

This policy should be read in conjunction with and with reference to: the Anti-Bullying Policy

## Rationale

Our approach to rewards and consequences is one that promotes positive behaviour and fosters a sense of worth, yet deals fairly and firmly with incidences of misbehaviour.

River Bank Primary School will not tolerate bullying of any description. Every incident, no matter how small, is dealt with as a priority. Our school strives to create a nurturing, safe environment where children feel it is safe to learn and parents know and believe that something will be done about any incidents of bullying that occur.

## Agreed Strategies for Promoting Acceptable Behaviour

River Bank Primary School uses a range of agreed strategies to promote acceptable behaviour. Much reinforcement is informal, through praise, written or spoken, through gestures or a smile. Praise has a reinforcing and motivational purpose and helps children feel valued. This type of positive feedback is incredibly important to children and is fundamental in promoting high standards. Children achieve more, are more motivated and behave better, when staff commend and reward their successes rather than focussing on their mistakes.

Within the classroom, strategies such as dojo points, stickers, reach for the stars (younger children) and 'Superstar of the week' are adopted to promote good behaviour.

Our code of conduct ensures that rewards are applied and awarded on a consistent basis, that positive behaviour is enforced and reinforced and that all adults in the school use the reward system and take responsibility for the behaviour of the pupils.

### Dojo Points

In addition to informal rewards, our school operates a formal whole school system of positive reinforcement based on the award of house points, commendations and awards. Children are awarded house points for achievement, effort, excellence in sport and making good progress.

### Achievement Awards

These are awarded to pupils who have tried especially hard with academic progress or have achieved a particular objective. In addition they are awarded to children who set good examples in a variety of social skills. These certificates are presented in whole school assemblies.

### PSHCE and Circle Time

The school delivers a cohesive six-year programme of PSHCE and circle time where all aspects of good behaviour, including relationships, personal safety and social skills are discussed and promoted. A weekly lesson is timetabled for this important activity, which allows teachers to follow an appropriate scheme of work and to respond to incidents and concerns as they occur.

The school uses materials which promote social and emotional literacy on both pupils and staff through self-awareness, managing feelings, motivation, empathy and social skills. Within each unit of work there is a whole school focus for noticing and celebrating achievement. Children may be nominated by peers, teachers or parents and are recognised at a weekly achievement assembly with the presentation of a certificate.

### Assemblies

The school has a planned programme of assemblies, based on the Olympic and Paralympic Values that are at the core of the school's ethos. These are led by members of the staff with pupils contributing. All assemblies are used as opportunities to promote positive social behaviour and for reinforcing our aims for the pupils' personal development.

### The Ethos of the School

The River Bank community believe that 'kindness is king'. Kindness coins are shared as a way of carrying out acts of kindness and passing on good deeds. Kindness monitors support this initiative. All staff are expected to uphold and practically demonstrate the positive ethos of the school. Positive behaviour will be praised and unacceptable behaviour challenged and noted. Children will be encouraged to respect each other as well as all adults, to apologise when necessary and to display good manners at all times. We will recognise and acknowledge that the way we as adults behave towards each other, will strongly influence the behaviour and attitude of the children we teach. Children will be encouraged to use an adult's title and surname when addressing them and use sir/miss if they do not know their name.

### Prefect System

The school will operate a 'prefect system' as a means of rewarding the most responsible and reliable children from Year 6 who will be chosen by the staff to undertake a range of duties in

and around the school. Their role will involve them helping to supervise children and being personal examples of good behaviour and appearance.

### School and House Captains

The school and house captains will be the forum for the development of citizenship by involving pupils in decision-making about the organisation of school events, dealing with behaviour issues and providing an opportunity for consultation.

### The School Environment

The staff and governors work together to create a safe, stimulating school environment, which promotes a wide range of play opportunities. This contributes to reducing the number of behaviour incidents at playtimes and lunch times.

Prefects are trained to support the children in the use of playground games and equipment at lunchtime.

We have a 'buddy bench' in the playground and children are encouraged to support other children who are feeling lonely and in need of friendship.

### **Strategies for Dealing with Unacceptable Behaviour**

We set high expectations for the pupils and staff in terms of their behaviour and attitude. However, it is important to acknowledge that there will be incidences of unacceptable behaviour and ensure that strategies are in place to deal with these promptly and effectively.

### Consequences

A non-verbal cue or oral warning from a teacher is often a sufficient response for dealing with a minor situation.

### Pupil Referral

If a teacher feels that they need support in dealing with a pupil they should refer the child to the year leader. Only in exceptional cases should a child be sent directly to an assistant headteacher, deputy headteacher / headteacher. Parents will be informed when a child is regularly referred to the assistant headteacher/ deputy headteacher/ headteacher.

If dealing with an unusual or persistent situation, staff may consult with the Inclusion Leader for additional advice and, if necessary, an outside agency will be involved.

It is important that there is consistency in the operation of any behaviour management policy. As a school we firmly believe that:

1. Early intervention can prevent the establishment of unacceptable behaviours.
2. It is better to encourage and develop positive responses through praise and reward than

to try to eradicate unacceptable responses through the use of consequences.

In class and around school, all staff seek to praise and reward pupils who demonstrate positive behaviours.

### Stage 1 - Simple Lapses

A multitude of simple, low level interventions will be used as rule reminders or to indicate disapproval of a specific behaviour. Where tactics like this don't work, the children will be treated calmly, offered opportunities to redeem their lapses, and provided with appropriate 'choices and consequences'. Children will be made aware of the consequences of their behaviour, and particularly, that contact will be made with parents if the next consequence has to be used. A series of choices/consequences will be clearly articulated to the child.

### Stage 2 – Time Out

Initially this will be within the class, with the pupil being removed to an individual work area away from their peer group. If this does not resolve the issues then they will be sent to another class in an appropriate year group. A list will be given to each class teacher of the appropriate classroom to send any pupils from their class, should the need arise. The pupils will be accompanied a teaching assistant and sent with enough work for the remaining duration of the lesson. When given as a consequence, a 'Time Out' will last until the end of the lesson.

After discussing with colleagues and parents, a further range of consequences may be used if deemed appropriate.

### On Report

Following meetings with parents to discuss concerns over an individual pupil's behaviour, after a pattern has emerged on CPOMS, it may be agreed necessary to put a child "On Report". This will involve the completion of a simple monitoring sheet for each lesson, on a weekly basis. The Headteacher and parents will sign the report sheet at the end of each day. The year lead will also be involved in this procedure, which will normally operate for a period of 4-6 weeks, after which a review will take place.

### Exclusion – Fixed Term and Permanent

The Headteacher may, after examining the circumstances of a serious allegation, decide that exclusion is appropriate, and will then follow the statutory procedures.

### **Record Keeping**

It is important that all serious incidents are recorded using the school's CPOMS programme to ensure that a record is available for interviews with parents or to support the decision for a fixed term exclusion.

Records of pupil's misbehaviour will be retained and kept on an electronic file. This will include a record of all follow up activities, interventions and suggested solutions.

### **Home/School Liaison**

When a child's behaviour is a cause for concern, it is important that the school involves the parents. Where necessary, parents will be contacted by phone or informed by letter and copies added to the child's school record.

Where there is a minor concern, a home/school diary will be used to inform parents. This will be sent home on a daily/weekly basis.

A parent/teacher/SLT/Headteacher meeting will also be arranged to discuss the child's behaviour problem if there are ongoing incidents.

### **Monitoring and Review**

This policy will be annually reviewed by the Full Governing Body.

**Adopted:** Autumn Term 2020

**Review Date:** Autumn Term 2021

