

# Behaviour Policy



## Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning. The expectations are designed to focus on positive actions, that demonstrate respect, rather than what children should not do. All children have the opportunity to make positive choices about their behaviour and influence outcomes and those children who regularly meet the school's expectations are recognised and celebrated.

Everyone is responsible for the behaviour of all children and adults should reinforce agreed expectations of behaviour in a calm and dispassionate way. However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach there is an element of flexibility to address the needs of specific children.

Teachers use a consistent system within daily teaching in order to promote positive behaviour and develop effective behaviour management skills. Our positive system in the classes helps to promote this consistency. Our whole school values (Creativity, Ambition, Responsibility and Empathy) were chosen by our pupils and ensure that pupils understand what and why positive behaviour is expected in school.

We believe children have the right to:

- Feel safe in school, emotionally and physically
- Be treated with respect
- Be treated fairly
- Choose whether to lend their things to other people
- Have their opinions heard
- Learn without interference from others
- Expect an apology if they are treated unfairly.

We also believe that with rights come responsibilities. Children have a responsibility to:

- Make others feel safe in school, emotionally and physically
- Treat other people with respect
- Be fair in how they do things
- Look after borrowed equipment
- Ask when they need to borrow something to do their work
- Listen to others when they express their opinion and consider their point of view
- Express their opinions calmly and politely
- Abide by the decisions made by adults in charge
- Let everyone learn without interference or disruption
- Understand and accept that people make mistakes
- Apologise when they treat others unfairly
- Give their best effort and be ready to learn at all times

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- Be the best that they can be.

We recognise and celebrate positive behaviour by:

- Verbal praise which is specifically linked to what has been done well
- A house system where children are awarded house points for making appropriate behaviour choices throughout the day
- Merit assemblies – children are awarded certificates by their class teacher to celebrate individual achievements throughout the week. These certificates are presented in assemblies where the child's peers celebrate their successes
- Red carpet assemblies celebrating success
- Stickers
- Sending to a senior member of staff for commendation
- Golden Time - children can earn golden time each Friday
- Letters/ postcards home.

## Rewarding good behaviour

### Ambassadors

Every term, teachers nominate pupils from Y3 to Y6 to become ambassadors for the school. These pupils represent all the values of a Riverley child. They are inducted as ambassadors in a celebration assembly. Pupils take on responsibilities in the school, from supporting in the office to peer mediation, lunch time duties to taking part in the interviewing process for members of staff. They can be seen in the playground in their blazers being playground buddies and helping in the designated play areas.

### House Points System

All children from years 1-6 will belong to four houses and children will remain in the same house throughout their time at Riverley. House points will be awarded in class and out of class and it is a whole school approach to celebrating good behaviour and manners. Every adult in the school can award points to pupils who, for example, walk sensibly around the school, show good manners, are polite and helpful, have an excellent attitude to learning, demonstrate consideration, are caring, kind and thoughtful.

Regular assemblies will celebrate the behaviour of the children throughout the week and recognise the house that has achieved the most house points in that week. At the end of the academic year a prize is awarded to the house which receives the most points for demonstrating values of Creativity, Ambition, Responsibility and Empathy. House sports events are also a feature of our house system.

## Redirecting Behaviour

Where possible staff will redirect pupils back on task without using a consequence or warning. Examples of ways in which staff may do this are:

- Tactical ignoring
- Reminders of expectations of behaviour
- Praising children who are behaving and working well

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- Talk groups
- Move pupil to a less distracting position

## Consequences of Misbehaviour

- When pupils make the wrong choice about their behaviour they will be given a verbal warning. This will mean that they may lose minutes of golden time.
- If a child continues to misbehave they will be moved or given time out of class
- If a child continues to misbehave, a member of the SLT will be involved and parents will be informed. For serious offenses, including those involving physical contact, a child may be sent home immediately. A meeting will be held to discuss the child's behaviour and targets may be set at this time.

All children who reach this point will be monitored regularly by members of the Senior Leadership Team (SLT) and Learning Mentors.

Our Learning mentors support pupils by:

- Creating and promoting positive behaviour patterns and programmes
- 1:1 or group sessions – pupils can be referred to a learning mentor who will support them in and out of the classroom
- Supporting parents – meet with parents on a regular basis to support the pupil's behaviour and help refer parents to appropriate agencies
- PSP (pastoral support plan) – designed to provide support for pupils who are at risk of exclusion or have been excluded in the past. The LA may support the work of the mentor and can advise and support the school and parents.
- FAP (Fair access panel) – is a panel of head teachers who meet to make decisions regarding the future of pupils who are unable to adhere to the values of the school. A pupil reaching this stage could be recommended for a managed move or further interventions.

## Serious Behaviour Issues

When a pupil displays serious behavioural issues an incident form is completed by the adult who witnesses the behaviour. The forms are designed to separate serious behaviour from the minor ones and ensure accurate monitoring of the types of behaviour.

In cases of serious behaviour, such as fighting, racist language, homophobic language, sexist language, wilful damage of property, a child will be sent straight to a member of SLT without being given a warning, this may also result in the child being sent home immediately.

The SLT member discusses the behaviour of the pupil with a view to two outcomes:

### 1. Reflection time with SLT using restorative conversation

Pupil thinks of strategies to repair the situation and reports back to the SLT member at the end of

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the day. Pupil returns to class with the aim to stay on track, followed up by a phone call or letter home

Parents/ carers are informed of situation and next steps for improvement and next steps if no improvement made.

## Parent / carer meeting

This can take the form of a restorative conference or a planning meeting for an individual behaviour plan with a target sheet to complete and may require prioritising support and intervention.

## 2. Immediate Parent Conference

At this meeting an internal or external exclusion can be adopted and will then be explained to the parent. Internal school exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. We follow the statutory guidance from the Department for Education in relation to exclusion.

We believe that strong home-school partnerships, with parents and school working together, are vital if we are to support children who find good behaviour challenging. Parents are informed of any concerns or positive behaviour achievements.

### Low Level Disruption

This can take up a great deal of time and detract from learning as well as cause a great deal of stress for pupils and teachers and therefore needs to be addressed. Learning mentors, senior leaders and external agencies may need to be involved and a PSP put in place to support the pupil.

### Restraint of pupils

Adults in school have had specific training in positive handling of pupils. All staff are aware of the need to keep pupils safe and also how to keep themselves safe in a situation where a pupil requires 1-1 support or positive handling.