



Radley CE Primary School & Foundation Stage Unit

Behaviour Policy

Ethos

We foster a climate of mutual respect that values everyone
We teach and model the positive behaviour we expect
We use the language of choice

Introduction

This policy has been developed to ensure that the Behaviour Policy contributes to the school fulfilling its values statement, and is intrinsically linked with, and is informed by other school policies, including the:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Collective Worship Policy
- Early Years Behaviours for Learning Policy
- Equality and Social Inclusion Policy
- IT Policy
- Online Safety Policy
- Special Educational Needs Policy
- Worship Policy

Rights and Responsibilities

At Radley CE Primary School, we use the concepts of rights and responsibilities in making choices about all our behaviour. We believe that these rights and responsibilities extend to all adults and children in our school community in whatever capacity. Over-arching all the rights and responsibilities, is the need for all members of the school community to be shown understanding and consideration by others. Underpinning this are four further key rights and responsibilities:

Rights

- To feel safe
- To be listened to
- To learn
- To make mistakes

Responsibilities

- To think and act in a way that keeps us and others feeling safe
- To listen to and value the thoughts and feelings of everybody
- To be prepared for learning
To enable others to learn
- To admit and put right our mistakes
To ask for help and learn from our mistakes
To allow others to make mistakes

In addition to these rights and responsibilities the following Golden Rules are endorsed:

Be respectful – walk and use quiet voices inside the school building
Be kind
Be helpful – remember your manners
Be honest
Try your best

We ask parents to sign the Home School Agreement including these rights and responsibilities and to support the school's behaviour framework using the same language

Sanctions

There is a clear hierarchy of sanctions used across the school where behaviour falls below the expected standard and where it impinges on the learning of the individual and/or others in the class. This is termed the 'traffic light' system, and is described in the 'Hierarchy' section below. The children are aware of the ladder of sanctions and have participated in class discussions around our dealings with unacceptable behaviour. Adults teaching and supporting learning always give calm reminders of the choices pupils face before implementing the hierarchy; and children are praised for making a good choice.

Hierarchy

1. Verbal warning
2. If the poor behaviour is continued the child's name / initials are written against the yellow light of a visual traffic light on the board. This is for that session only, and the child's name is removed at the end of the session
3. If poor behaviour persists the child's name is then written against the orange light on the traffic light and the child is asked to take their work to another class for 10 minutes.
4. If, on the child's return to the classroom there is a further incident, a red card is given to the child who takes it the Head (or Deputy in the Head's absence). The child's parent will be informed that this has taken place.

Each new session is a new beginning, and the children's behaviour in the previous session is not usually referred to. There will be times when the hierarchy is replaced by other, more immediate measures; this will be where there is a concern for safety.

Incidents of a more serious nature are recorded and held on file. This serves both as a record and can also be used for analysis of any repeated poor behaviour. Children with identified behaviour special educational needs will require additional strategies; these will be outlined in their Individual Support Plan.

Celebrating Success

Our successful learning environment is reinforced through:

Celebration Worship

This takes place each week and is led by the School Council. Children celebrate their learning through the reflection on recent learning and demonstration of work; Star of the Week is awarded for each class with the teacher awarding a certificate for effort and achievement;

Special Mentions are made for excellence in behaviour, learning, or acts of kindness towards others.

Merit System

Children in KS1 and KS2 are awarded merits by teachers and other adults (including supply teachers). These accumulate and contribute to the award of certificates to recognise the concerted and sustained effort a child has made across all areas of the curriculum and in all aspects of school life.

Celebration Day

Each July we hold a Celebration Day when there is a photographic reflection on the whole year, and the whole school community comes together to celebrate the life of the school.

Display

Children's work is celebrated through display and previous learning can be referred back to. The main corridor also contains displays to reinforce our values, as well as displays showing the work of the School Council.

Outdoor Behaviour

The school's 'traffic light' behaviour system operates outside in the same way as inside school. During wet weather the grass and climbing equipment are not in use. Any area that is out of sight of the duty staff, for example behind the shed, is not played in by the children. The chipped wood area behind the reflection area is considered as part of the reflection area and is also not played on by the children,

Lunchtime

Grace is said in class before lunch. Key Stage 2 children go outside initially, whilst Key Stage 1 and Foundation Stage children go immediately to the hall for their lunch. Foundation Stage children eat in the hall with two dedicated supervisors.

To maximise learning time during the afternoon the 'toilet whistle' goes at 12.50 pm and a TA accompanies children who would like to go to the toilet indoors, and sends these children outside again. Teachers go onto the playground to bring in their classes for 1pm.

Bullying

We take any reports of bullying seriously, working with both the victim and the aggressor to resolve disputes. We will involve parents in monitoring any problems, working to ensure our objectives regarding the rights of everyone at Radley to feel happy and safe, are maintained. Please refer to our Anti-Bullying Policy for details of how we achieve this.

If it is necessary to exclude a child, the school will refer to guidelines and procedures established by County policy.

At Radley CE Primary School measures are taken to create and promote an inclusive culture. The aims and approaches used are clearly established through our Equality and Social Inclusion Policy.

Date of review: Sept 2016

Date of next review: Sept 2017