



Radley CE Primary School & Foundation Stage Unit

Jesus said, I come to give life - life in all its fullness

Behaviour Policy

Ethos

We are a welcoming Christian community, whose values of Relationships, Resilience and Respect underpin our behaviour to one another. It is a primary aim that every member of the school community feels valued and respected, and each person is treated fairly and well. This policy has been developed to ensure it contributes to the school fulfilling its Vision Statement, promoting an environment where everyone feels happy, safe and secure and can achieve their personal best.

This Behaviour Policy is intrinsically linked with, and 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

We use the concepts of rights and responsibilities in making choices about all behaviour, believing these extend to all adults and children in our school community. Over-arching all the rights and responsibilities, is the need for all to be shown understanding and consideration by others.

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

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 and a Star of the Week certificate is awarded to a child in each class for effort and achievement.

- **Merit System**

Children in KS1 and KS2 are awarded merits by teachers and other adults for progress in work or behaviour. These accumulate and contribute to the award of certificates to recognise the concerted, 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.

- **Displays**

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

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 discussions around our dealings with unacceptable behaviour. Adults teaching and supporting learning, use the language of choice giving calm reminders of the choices pupils face 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. This results in 3 minutes loss of playtime.
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 the Head is informed (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 as a record and can be used for analysis of any repeated poor behaviour. Children with identified behaviour special educational needs may require additional strategies, outlined in their Individual Support Plan.

Outdoor Behaviour

The school's 'traffic light' behaviour system operates outside in the same way as inside school.

Lunchtime

Grace is said in class before lunch.

To maximise learning time during the afternoon the 'toilet whistle' five minutes before the end of lunchtime play 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 at 1.10 pm.

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: September 2019

Date of next review: November 2022