

The Royal (Crown Aided) First School



Behaviour Policy

Loving to learn, learning to love, guided by God

This is a live strategy, and the Head Teacher is responsible for maintaining its accuracy. Any required amendments should be sent directly to the document owner.

Updated September 2018

Aims and Objectives

It is our aim for our school to be a happy and peaceful community in which everyone can work productively and play safely, developing skills and confidence to the full.

We want each child to:

- Learn an awareness of self and sensitivity to, and consideration for, others
- Develop confidence in his or her worth and ability
- Develop courteous behaviour and good manners
- Develop self-discipline and a sense of responsibility for his or her choices
- Learn to take pride in his or her own work and achievement
- Develop Christian values and the confidence to make, and hold to, moral judgements

When working with an individual or group of children to support positive behaviour staff will be guided by the idea that our intention is to:

- *Motivate instead of reward*
- *Help instead of punish or sanction*

The Role of Teaching and Non-Teaching Staff

It is the responsibility of every adult at The Royal School to ensure the welfare of all pupils, and they will take responsibility for maintaining good behaviour, not only in their own classroom but, throughout the school. We will always reinforce good behaviour and never ignore poor behaviour. Staff will model the types of conduct that the policy requires.

The Role of the Pupil

All pupils will be expected to understand and follow six shared understanding.

- We listen to people.
- We are honest.

*Learning
to love*

- We are kind and helpful.
- We are gentle.
- We try to work hard.
- We look after property

Each class discusses and develops a class contract (appropriate to the age of the children in the class) at the beginning of the school year that is displayed and referred to in their classroom.

Motivation Strategies

We encourage and motivate good behaviour through:

- Words of praise and encouragement
- Awarding Dojo/House Points consistently throughout the school.
- Individual reward – ‘Star of the Week’ certificate given out in class.
- Special jobs or privilege
- Sent to another teacher for praise
- Sent to Headteacher to be congratulated on good choices
- Special mention to parents – postcard home
- Headteacher awards handed out in assembly.
- Class of the month award linked to Dojo points.

*Motivate
instead of
reward*

Everyone in school – pupils, staff, parents and helpers should assist in the promotion of an orderly atmosphere, which fosters safety, and well-being of all members of the school community. In this climate, positive behaviour choices have the optimal opportunity to flourish. Specific elements of this approach include:

- Wearing the correct uniform items and maintaining smartness in dress and appearance
- Walking when inside the building, keeping to the left in corridors
- Taking account of others when using doorways, holding doors open for people when possible
- Entering and leaving assemblies and acts of worship in a calm and peaceful manner

- When moving around the school in a class line pupils walk silently.
- Greeting and addressing others politely
- Assuming joint responsibility for keeping shared areas such as the library, corridors and toilets tidy.

Response to Unacceptable Behaviour

We will not accept behaviour such as the following:

- Any disruptive behaviour during a school activity
- Unwillingness or refusal to follow instructions from staff
- Insulting or threatening language, including racist or sexist comments
- Swearing
- Rudeness or inattention
- Physical violence including kicking, hitting, biting or pinching
- Mistreatment of property or resources including stealing
- Inappropriate physical conduct of any kind such as spitting
- Unjustified refusal to include another pupil in playtime activities or friendship groups
- Any form of intimidation or bullying.

The nature of the response to unacceptable behaviour will depend on individual circumstance. The range of response is given below. The severity of any unacceptable behaviour will determine which initial response is most suitable. The concept that a consequence should help rather than punish will guide staff responses to individual incidents.

*Help
instead of
punish or
sanction*

- Discussion of the behaviour with parties involved with the aim of increasing awareness about why it is not a good choice of behaviour and preventing its recurrence
- Warning to pupil from a member of staff with advice that particular behaviour should stop
- Writing a letter of apology, drawing a picture or another appropriate form of reparation

- Moving seating position or removal to another classroom
- Being asked to accompany an adult around the playground for a fixed period
- Referral to the Headteacher
- Parents informed either verbally or by letter.

Any incident of a racist nature must be recorded using the racist incident recording form including detail of the action taken.

If removal to the Headteacher occurs then contact should be made with the pupil's parent or guardian to explain the problem that happened and the actions taken. We should aim to enlist parental cooperation and support in improving the behaviour of the pupil and sustaining that improvement.

If inappropriate behaviour should continue following initial attempts at improvement, then the use of a daily comment/star card or book could be introduced. This should be divided into sections for before break, after break and the afternoon session, which is taken home to show parents. It is essential that this be consistent.

*Help
instead of
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When considering the best way to help a child who is consistently making inappropriate choices. Staff and parents working together should consider why the behaviour is happening and put together a plan that makes it easy for the child to make good decisions. This may include:

- Use of consistent language and vocabulary
- An understanding of the underlying causes for and any factor that motivates the child to make an inappropriate choice.
- Use of consistent boundaries and expectations across the school and home
- Removal of or limiting any external influences that make inappropriate choices easier (e.g. hunger, tiredness, classroom grouping)

The Role of the Parent

We believe that parents have a vital role to play in promoting good behaviour in schools. Our relationship and parents will be of the utmost importance to us. We are also aware that we must avoid approaching parents only in a negative situation; parents will also receive positive and constructive comments about behaviour. It is our policy to consult parents quickly about behaviour problems.

Exclusion

While it is hoped that every intervention over the behaviour of a pupil will lead to improvement, pupils who do not respond to school actions to improve their behaviour may be at risk of exclusion. Should this become necessary then the Headteacher will follow the LA guidance and a copy of this can be made available to parents on request.

The use of force to restrain pupils (Section 550A of the Education Act 1996)

In line with this section, it may be necessary, in exceptional circumstances, for authorised staff to restrain or control a pupil by using reasonable force. Those having authorisation are: teachers, learning support assistants and lunchtime controllers. The situations will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to property
- Where a pupil is behaving in a way that is compromising good order or discipline

There is no legal definition of 'reasonable force'. Any force should always be the minimum to achieve the desired result. Parents and the Headteacher will always be informed of the incident, and it will be recorded by the Headteacher in an incident book. If the incident is more than trivial the member of staff concerned will write a report.

Strategies

Before intervening physically, a teacher should intervene telling the pupil to stop. A calm and measured approach is necessary, and an attempt made to de-escalate the situation. If

restraint is used the adult should continue to talk – telling the pupil, it will cease as soon as it is necessary. Sometimes it is more sensible for other children to be removed from the area of the child and assistance called for. A list of staff that have attended a team teach training session is available in the school office.

Physical intervention can take several forms:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding, pushing (not hard), pulling
- Leading a pupil by the hand or arm
- Shepherding away with a hand in the centre of the back
- Using more restrictive holds (in extreme circumstances)

Staff may not act in any way that may cause injury:

- Holding round neck or collar, or in any way which might restrict breathing
- Slapping, punching or kicking a pupil
- Tripping up a pupil
- Twisting or forcing limbs against a joint
- Holding by hair or ear
- Holding face down on the ground

Other strategies should always be tried before using force. The risk of increasing the disruption or actually provoking an attack needs to be carefully evaluated.

Monitoring and Review

The Headteacher, who will report to Governors about the effectiveness of the policy on request, monitors this policy on a day-to-day basis.