

Bishop Ridley CE Primary School

Behaviour Policy

Bishop Ridley School is a happy, friendly school where children are encouraged to work and behave responsibly and independently within a structured and disciplined Christian environment. Our ethos is firmly based on the Christian values of peace and justice; tolerance, compassion and forgiveness; humility, friendship and trust. We believe strongly in promoting good behaviour and having clear guidelines and procedures for dealing with unacceptable behaviour.

We aim to

- set high standards of behaviour;
- encourage a positive attitude towards all aspects of school life;
- teach children the difference between right and wrong within a Christian framework;
- make children aware of the reasons for and consequences of different forms of behaviour ;
- provide resources that promote positive images of all members of our society;
- ensure that all members of staff demonstrate qualities that we expect the children to display;
- develop respect, politeness, honesty, understanding and a caring attitude for others;
- develop the school as part of the wider community and encourage strong partnership between parents, staff, children, governors and the church;
- monitor behaviour to ensure that children are not excluded from activities on the basis of gender, race or disability;
- challenge comments and actions that can result in children being discriminated against;
- challenge and deal with language and behaviour that are sexist, racist, homophobic or otherwise offensive.

Our key objectives are for all children and staff to

- feel happy and secure;
- feel valued as individuals;
- have equal access of opportunity;
- show respect for one another;
- take responsibility for their own actions.

We develop good behaviour and a positive ethos by

- seeking to form positive relationships with all parents and children to foster the social development and well-being of each child;
- providing the children with opportunities to learn and participate in co-operative activities and games both in the classroom and the playground in order to develop positive relationships;

- fostering a sense of community in which all children are equally valued, through collective worship, class discussions and other school events;
- dealing with disagreement and conflict fairly and compassionately based on the Christian principles of forgiveness, reconciliation and the chance to make a fresh start;
- ensuring that all children receive fair, consistent treatment reflecting the school's Christian ethos;
- giving the children opportunities to share achievements and interests with others, within the classroom, with the rest of the school and in the wider community;
- encouraging the children to develop their self-esteem and social skills in a supportive environment;
- providing children with opportunities to discuss their own feelings and beliefs and to consider and respect those of others;
- inviting children to contribute to the evaluation and development of the school environment.

We aim to give positive recognition of good behaviour by

- using positive recognition to encourage children to behave appropriately and continue appropriate behaviour
- increasing children's self esteem through consistent, meaningful positive recognition
- creating a positive environment for ourselves and our pupils through consistent positive recognition
- modelling good behaviour by behaving how we expect children to behave
- being consistent and fair
- being prepared to give reasons for our actions
- criticising the behaviour not the child
- avoiding confrontation
- being prepared to defuse situations rather than causing them to escalate
- praising children often – it's the most powerful and effective positive recognition we can give
- for children with contact books setting targets, keeping parents informed and looking for the positive
- recognising children's responsible behaviour with rewards
- motivating children through special privileges such as monitor roles
- using the Code of Conduct as a tool to motivate all pupils to learn new behaviour or to work on a problem that an individual or group is having

Bishop Ridley CE Primary School has a Code of Conduct, which has been drawn up by staff and children. There are eight clear and all-embracing rules, which we expect all children to know and follow:

We respect our school and everyone and everything in it
We walk around the school quietly and sensibly
We listen when someone is speaking to us
We always do our best at things we have been asked to do
We consider the safety of ourselves and of others
We try to include others in what we do
We tell the truth
We follow our Code of Conduct.

In the classroom

In the first half of the first term of the school year the class teacher chooses three or four specific rules which he or she feels the class as a whole need to work on, having discussed behavioural issues and expectations with the class. The children are made aware of these class rules and rewarded when they manage to abide by them. The situation is reviewed regularly by the class teacher and pupils and the rules are amended if necessary.

Inside the school building

All children are expected to behave in a reasonable and responsible manner. Children should walk not run, move quietly, walk on the left, acknowledge adults in a well-mannered way, hold doors open to allow others to pass, move about without pushing, share resources, say 'please' and 'thank you', show respect for others and be helpful and polite at all times.

In the playground

We expect the children to play safely and responsibly, to be aware of the need to stay safe and to respect the feelings and wishes of those around them. Rough play, play fighting involving physical contact and other games that are likely to result in injury (eg. bulldog) are not allowed. Where games lead to arguments or fights then they may be banned for a fixed period.

The teachers or midday supervisors on duty are initially responsible for dealing with the behaviour in the playground and children go to them in the first instance if there are problems. If these cannot be resolved then the matter is brought to the attention of the class teacher in the case of a minor misdemeanour or a member of the senior management team in the case of a major misdemeanour.

At lunchtimes the midday supervisors are responsible for behavioural matters. Where a child breaks a school rule then he or she may spend five or ten minutes standing against the wall. More serious problems (ie. major misdemeanours) are

referred to the Head or Deputy Head. Midday supervisors inform class teachers by the end of the lunchbreak of incidents occurring that have occurred that they may need to know about or follow up.

Bullying

We have an up-to-date Anti-Bullying policy which is reviewed regularly. Collective worship and citizenship lessons address issues surrounding bullying. (see Anti-Bullying Policy)

'The Teacher'

'I have come to the frightening conclusion: I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.'

Ginott 1972

Rewards

Individual rewards

Children are rewarded with stickers in the infants and stamps in the juniors. These are awarded for good behaviour, positive attitudes, effort, good work, helpfulness, politeness and so on. When a child has acquired thirty stickers (infants) or forty stamps (juniors) in their record of achievement card he or she receives a certificate in our Friday Achievements Assembly. Good work is also shown at this assembly, and other successes and achievements are celebrated.

In the infant classes individual acts of kindness, good work, effort etc. are rewarded by the child having their name written in the 'Happy Book' and this is celebrated in the Monday assembly.

We have a 'pupil of the week' award in each class and teachers also choose one particular child every term who has excelled in some way to receive a special termly award. As a reward children are able to use the 'Club Lounge' in the morning and afternoon breaktimes.

Class rewards

Each class has a chart with the words 'Bishop Ridley School' printed on it. When the whole class deserve a reward a letter is coloured in. When the whole chart is coloured in then the class will be able to choose a reward for themselves, such as extra playtime, a games session or a non-school uniform day. Parents are informed of this by letter.

Sanctions

In the Nursery misbehaviour is usually punished by 'time out' where children are withdrawn from activities (eg. free-flow play) for up to twenty minutes, to sit and consider their wrongdoings.

In infant classes where a child breaks a school rule they get a 'sad face', recorded on a weekly class sheet (see appendix). Where this happens three times in any one day then that child automatically loses their next playtime. For more serious misdemeanours they lose three lives in one go and automatically lose their next playtime.

In the junior classes a similar system is used whereby children 'lose a life', or a traffic light system is operated where all the children are on green, will move to amber for a misdemeanour, and then to red for further misbehaviour, when they miss their next playtime. They are able to move back from amber to green by improving their behaviour.

Infant children missing playtimes usually sit by the first aid station and junior children sit outside the staffroom. Sometimes children will be told to stand against the wall in the playground for a certain length of time. Responsibility for children kept in as punishment lies with the teacher imposing the sanction.

Children who are disrupting the class are sometimes sent to work in the corridor (with appropriate supervision), or to another class (by agreement with that class's teacher), or, in serious cases, to the Head or Deputy Head Teacher.

Lost lives or sad faces are not carried over to the following day; it is important for each child to start each day with a clean slate, regardless of what has happened the day before (unless it is particularly serious and the punishment continues for more than one playtime). Sanctions should be in proportion to the offence and not determined by a knee-jerk reaction. They may include loss of privileges but not withholding a child's curriculum entitlement (eg. not going swimming). Except in exceptional circumstances rewards are not rescinded as punishment.

Where unacceptable behaviour persists, parents are notified and called into school to discuss their child's misbehaviour. A home-school contact book may be set up, providing daily communication between the class teacher and parents. If there is no improvement then external agencies (eg. the Behaviour Support Service) may be called in and a yellow report card used on a daily basis to record behaviour. If there is still no improvement then as a last resort the child may be excluded from school (see below).

Minor misdemeanours

For offences such as these a child will get one 'sad face', 'lose a life' or move traffic lights:

- Talking out of turn
- Disturbing others and preventing them from working
- Being unkind to others
- Being excessively noisy in class
- Running in the corridor
- Pushing in a line
- Talking in assembly
- Making inappropriate remarks
- Not listening
- Talking after the bell at the end of lunchtime

In the junior playground lines are given by the teacher on duty to children talking after the bell. These should be done at home and the child is given a slip for their parents to sign. If they are not completed then the amount of lines doubles, they miss a playtime and a follow-up letter is sent home. If they are still not completed then the child will stay in at playtime to complete them.

Major misdemeanours

Children get three 'sad faces', lose three lives or go to red in one go if they commit a major misdemeanour; these include:

- Deliberately hurting someone
- Dangerous behaviour
- Rowdy and anti-social behaviour
- Persistently disrupting a lesson or assembly

More serious misdemeanours include:

- Fighting
- Swearing
- Racism
- Wilful defiance
- Rudeness to staff
- Repeated unkindness to others
- Stealing
- Wilful damage or vandalism to property
- Violent behaviour
- Bullying

Children may miss more than one playtime for these serious misdemeanours, depending on the gravity of the offence. This is at the discretion of the member of staff imposing the sanction and should be in proportion to what has been done.

If the behaviour is deemed sufficiently serious then parents will be notified immediately. If the unacceptable behaviour persists then a home-school contact book is started. The Inclusion Co-ordinator becomes involved (is she is not already), a PEP (Personal Education Plan) drawn up if needed and the situation reviewed regularly. If matters still do not improve then external agencies may be called in (eg. a behavioural support teacher or the Educational Psychologist) to advise on strategies which can be used at home and in school.

Instances of racism and bullying are reported every term to the Local Authority by the Head Teacher.

Exclusion

Where a child is in danger of being excluded a behaviour report card is set up and his or her behaviour recorded by the class teacher and monitored closely by the Head Teacher. Where there is no improvement and a child's behaviour is significantly unacceptable then a fixed-term exclusion may be imposed by the Head Teacher (or Deputy Head in his absence).

The LA guidance on exclusion must be followed carefully. Before a decision to exclude is made a careful and thorough investigation is made by the Head Teacher (or Deputy in his absence). Witnesses are interviewed, statements taken and if there is proof of guilt a decision is made by the Head Teacher whether or not to exclude the child and for how long. Mitigating circumstances, provocation, reasons for the behaviour and the behaviour record of the pupil are also taken into consideration. The parents of the child are called in to see the Head Teacher immediately, who explains the reasons for and conditions of the exclusion (eg. for how long). The Head Teacher completes the necessary paperwork and distributes it to the relevant agencies within 24 hours.

Reasons for exclusion include

- Violent aggression towards other pupils
- Serious and prolonged bullying of other pupils
- Violence towards staff
- Dangerous and violent behaviour
- Abuse to staff
- Deliberate and wilful defiance of school authority
- Persistent and continual disruptive behaviour
- Serious acts of vandalism
- Leaving the school site
- Possessing an offensive weapon
- Criminal activity (eg. possession of illegal substances)

At Bishop Ridley we pride ourselves in the high standard of behaviour shown by our pupils. Our last Ofsted inspection judged behaviour to be outstanding:

'Pupils' behaviour is exemplary and, along with their good attitudes and enthusiasm, is a major factor in their good achievement.'

'Pupils' good personal development is evident in their outgoing, friendly nature and positive relationships. They are courteous, lively and enthusiastic and their behaviour is excellent in lessons and in the playground. They feel safe and free from bullying.'

Visitors to the school frequently comment on the good behaviour and calm atmosphere. As a staff we are ever mindful of the need to maintain and develop this happy and safe Christian environment for all our pupils, where unacceptable behaviour is reduced to a minimum and where positive behaviour and attitudes are the norm.

Summer Term 2010

