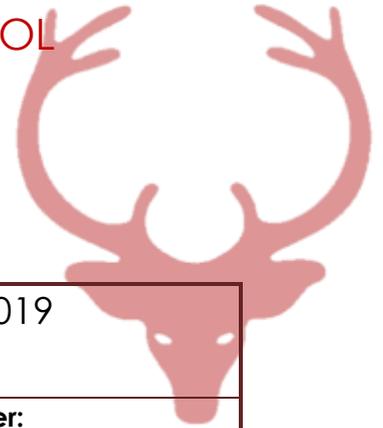


THE RICHARD CLARKE FIRST SCHOOL



Policy Name:	BEHAVIOUR POLICY September 2019		
Policy Author: MRS K HANSON	Linked Governor/reviewer: PAULA TOMLINSON/CAROL SMART		
Date Approved by Governors: 17.6.19	Related Policies: <ul style="list-style-type: none"> • Safeguarding Policy • Attendance Policy • Anti-bullying Policy • On-line-safety policy 		
Review Frequency: Annually			
Date for review: 2020	Statutory or Voluntary (S/V):	S	
Document Version: 2			

Chair of Governors: <i>John Hough</i>		Date: 17.6.19
Audience:		Website: <div style="text-align: center; color: yellow; background-color: black; padding: 5px; width: fit-content; margin: 0 auto;">Yes</div>
Pupil Governors	✓	
Finance/resources Governors		
Standards Governors		
Teaching Staff	✓	
Support Staff	✓	
Lunchtime Staff	✓	
Parents	✓	
Other	Children Clubs	

THE RICHARD CLARKE FIRST SCHOOL



AIMS AND EXPECTATIONS:

At Richard Clarke we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enabling all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have class and school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Sanctions')

This policy is designed to promote good behaviour rather than merely deter unacceptable behaviour.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Be aware of and understand their rights and responsibilities (see Appendix II)

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All Staff will:

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Use the behaviour log when necessary (for positive as well as negative comments)
- Ensure the pupils in their class know the class and school rules

THE RICHARD CLARKE FIRST SCHOOL



- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities (see Appendix II)

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the class and school rules
- Resolve disputes positively
- Value and take responsibility for the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Promote positive behaviour at home in order to have continuity between home/school
- Support the school when reasonable sanctions to punish a child have been used
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher or other member of the SLT then if necessary the school governors
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well being
- Be aware of and understand their rights and responsibilities (see Appendix II)

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher/SLT about disciplinary issues so that they can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Monitoring and Evaluating:

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of good behaviour and misbehaviour /sanctions

APPENDIX I - Rewards and Sanctions

Rewards:

To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise

THE RICHARD CLARKE FIRST SCHOOL



- Positive feedback on all good behaviour (learning, conduct, social and emotional)
- House points
- Weekly celebration assembly (Star of the Week, Special Achievements, Attendance Award, Top Table, House team winners announced and playtime reward)
- Pupil's work is displayed throughout the school
- Children sent to head teacher or subject leader to show their work (Outstanding learning board outside HT office)
- Extra play on Friday pm to reward good behaviour
- Special occasion treats (eg; extra play/child choice time)
- Classroom and Lunchtime behaviour ladders with rewards when moved up (eg; extra play) awarded in celebration assembly
- Assistant Headteacher to monitor log lunchtime log book daily and pass information for positives to be rewarded if necessary

Sanctions:

Stage 1: Possible sanctions for minor unacceptable behaviours:

- Quiet reminder
- Non-verbal signals, (e.g. Eye contact, gesturing)
- Often praising good behaviour (e.g. 'Thank you to all of you who are...') has a positive effect on those not behaving
- Discussion with teacher/TA/Lunchtime Supervisor on behaviour and how to modify it and why
- Classroom and Lunchtime behaviour ladders with sanction applied when moved down (e.g. loss of play play)
- Assistant Headteacher to monitor log lunchtime log book daily and pass information on for issues to be dealt with

Stage 2: Possible sanctions for persistent or more serious unacceptable behaviour:

- Serious discussion with teacher/TA/Lunchtime Supervisor on behaviour and how to modify it and why
- Miss playtime/lunchtime either with class teacher or other member of staff
- Child may be sent to a member of the leadership team
- Lunchtime or playtime incidents to be recorded in log book
- Incidents to be recorded in class behaviour log book
- Headteacher to check the books half-termly and speak to persistent offenders
- Parents informed if deemed necessary or if behaviour is persistent

Stage 3: Possible sanctions for very serious unacceptable behaviour:

- Sent to the Headteacher
- Behaviour log to be filled in
- Telephone call to inform parents
- Loss of playtimes/lunchtimes
- Loss of privileges with parent consent ie: discos, trips, treats
- Use of communication diary to monitor behaviour and regular feedback to parents



Stage 4: The most serious offences:

- Headteacher informed
- Meeting with parents and plan agreed to improve and monitor behaviour
- Possible support requested from Behaviour Support Service or Local Support Team
- Possible exclusion for fixed term of time to be agreed

Stage 5: Persistent repeat of stage 4:

- Governor disciplinary subcommittee convened
- Possible permanent exclusion from school

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

APPENDIX II - Rights and Responsibilities

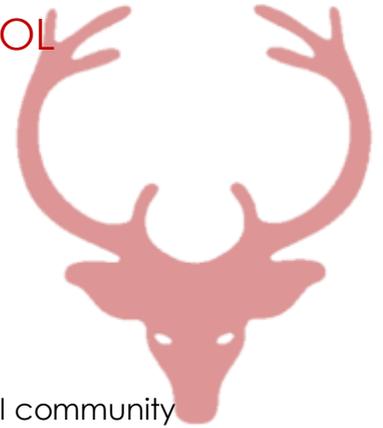
Pupils Rights Responsibilities:

- To be treated with respect
- To behave respectfully to others
- To be safe
- To behave in a way that keeps others and themselves safe
- To be willing to learn
- To allow others to learn
- To attend school regularly
- To make mistakes
- To own mistakes and learn from them
- To allow others to make mistakes
- To be listened to
- To give opinions in a constructive manner
- To listen to others

Parents/Carers Rights Responsibilities:

- To be treated with respect
- To behave respectfully towards others
- To be kept informed about their child's progress
- To talk to teachers if they have any concerns about their child's learning and wellbeing
- To talk to their child about what he/she does in school
- To ensure their child attends school regularly
- To be listened to
- To listen to others
- To have access to information on the school's procedures for positive behaviour
- To acknowledge/respond to information and share concerns
- To have concerns taken seriously
- To share concerns constructively

THE RICHARD CLARKE FIRST SCHOOL



Staff Rights Responsibilities:

- To be supported by peers and managers
- To ask for support when needed
- To offer support to colleagues and managers
- To be listened to
- To share opinions
- To listen to others
- To give opinions in a constructive manner
- To be treated courteously by all others in the school community
- To model courteous behaviour
- To recognise and acknowledge positive behaviour in others
- To be made fully aware of the school's system/policies/expectations
- To seek information and use lines of communication
- To receive appropriate training to increase skills in behaviour management
- To support others in developing their skills in promoting positive behaviour
- To acknowledge areas of own behaviour management skills that could be developed
- To try/use and to evaluate new approaches