



Behaviour Policy

Philosophy

Good behaviour is essential in the safeguarding of all children and in providing high quality learning experiences in a stimulating and supportive environment. Good behaviour is shown through the conduct of the whole school community which enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

We aim to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences. We believe that these are best achieved in the framework of a relaxed, pleasant atmosphere in which pupils are able to give of their best both in the classroom and in the wider environment.

Aims

Through the promotion of positive behaviour, we aim to:

- Develop a moral framework within which initiative, responsibility and sound relationships can flourish
- Ensure a consistent, positive approach to behaviour management throughout the school day
- Provide children and staff with the best possible environment for learning
- Ensure children understand and develop learning behaviours for success
- Enable children to develop self-esteem, respect for others, tolerance and compassion
- Promote an atmosphere of politeness, trust, honesty and fairness within the whole school community
- Encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment
- Develop a sense of right and wrong and the ability to accept responsibility as well as assert one's rights
- Help all members of the school community to accept and abide by our agreed rules and develop a sense of self-control
- Encourage early and active engagement with parents in supporting positive behaviour

Objectives

Through the promotion of positive behaviour, all staff will:

- Respect each member of the school community and value their contributions
- Provide an active and stimulating learning environment both in and out of the classroom to ensure the best outcomes for all children
- Have high aspirations for all children and ensure they all experience success
- Protect and develop children's self-esteem
- Foster a sense of caring and empathy for others
- Be aware of the social, emotional and learning needs of all children in the school
- Listen and endeavour to be consistent and fair
- Provide opportunities where effort, achievement and attainment are recognised and celebrated
- Promote an active partnership with parents to support learning
- Be alert to signs of bullying and harassment and act appropriately



- Give a clear message to children that all forms of verbal abuse will not be tolerated including racist/sexist abuse and homophobic language
- Deal with unacceptable behaviour immediately

Skills and Attitudes

The attitude of all staff is of great importance, as it is they who shape the environment in which good staff/pupil relationships can develop. Staff should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. An adult's influence depends on attitudes, character, example, teaching skills and the rapport established with the pupils.

The following approaches will be used:

- prompt words of praise
- quiet words or encouraging smiles
- written comment either in general terms - 'well done' - or in a more detailed way
- public praise in front of a group, class or whole school
- merit sticker or house points with or without public acknowledgement of that reward
- merit band awarded for good/improved work/behaviour
- school reports where comment on behaviour can be favourable
- contact with parents informing them specifically of some action or achievement deserving of praise e.g. a postcard home from the Headteacher
- non-verbal communication

School Procedures/Roles and Responsibilities

Pupil Level

To promote positive behaviour, all children will:

- Treat everyone within the school community with respect, consideration and courtesy
- Listen to each other to all adults attentively, respect each other's feelings and say what they think without hurting others
- Understand that sanctions will be used if behaviour falls below the expected standards
- Make the most of their learning opportunities by developing excellent learning behaviours and becoming responsible and successful learners
- Take responsibility for their own learning by demonstrating good concentration, listening and cooperative working
- Show respect to other learners at school
- Attend every day, arrive on time and come in to school ready to learn, participate and play an active role
- Respect property and materials
- Move about school in a quiet, orderly fashion

Parent Level

We recognise that effective partnership with parents is vital in promoting positive behaviour. We ask that parents:

- Embrace and endorse a rights respecting attitude with their children
- Support the school in its Behaviour Policy
- Talk to their children about their learning behaviour and encourage them to do their best
- Encourage children to discuss any worries they may have



- Attend Parents' Evenings and communicate with the school any concerns or issues which may affect their child's behaviour or learning
- Ensure that their child attends school regularly and on time.

Teacher Level

Promoting positive behaviour is the responsibility of all members of the school community. All staff led by example and model good behaviour. Any low level behavioural problem is first dealt with at class teacher level. The class teacher will discuss the incident with the child and if appropriate will impose a sanction.

All staff should agree and adopt the same standards, and support each other to ensure that there is consistency and continuity in expectation of behaviour. Discussion will take place between the staff regarding the pupils' development of self-discipline. An integral part of curriculum planning would be progression within social development through working individually, alongside peers, co-operatively in pairs or in a group, and at the same time developing a sense of fair play.

The Headteacher, Deputy Headteacher and Leadership Team will ensure that behaviour management procedures are followed in accordance with the policy and also communicate the policy to children, staff, governors, parents/carers and visitors to the school.

During playtimes/lunchtime all adults on duty are responsible for the behaviour and safety of all children. At the end of playtime, the pupils re-enter school in a quiet, orderly fashion.

During lunchtimes, SMSAs promote positive behaviour and ensure the safety of all children. A member of the Leadership Team is on duty every lunchtime to support SMSAs to reinforce expected behaviours.

Behaviour issues will be escalated to the Leadership team where a child has been:

- Fighting
- Hitting others
- Bullying
- Being rude to a member of staff
- Spitting
- Swearing
- Using homophobic language
- Biting
- Making racist/sexist remarks
- Throwing food in the Hall
- Throwing stones
- Behaving inappropriately in the toilets
- Chewing gum
- Involved in Cyber bullying

Leadership Team Level

If the problem persists, or it is a behavioural issue of a more serious nature (see above), it is reported to a member of the Leadership Team. They will discuss the matter with the child, impose an appropriate sanction and make clear to the child that the behaviour was unacceptable. The incident will be logged centrally and the matter may be brought to the attention of a parent/carer.



If the problem continues or is of a more serious nature in the first instance it may be deemed to Breach the Behaviour Code. In this case the issue will be recorded centrally, a letter will be sent home to the parent notifying them of the Breach of Code and the Stage of the Policy which has been breached (see Appendix 1). Where a letter is sent home a member of the Leadership team will communicate this verbally with the parent; this will be either by a telephone conversation, or a face to face conversation at the end of the school day. During this conversation the parent will be informed of the background to the incident, the investigation that took place and any action taken by the school. Parents are then asked to support the school and discuss the behavioural problem with their child. Advice will be given by the Assistant Head/Deputy Head/Head Teacher as how best to proceed if necessary.

The Deputy Headteacher is responsible for maintaining an electronic record of behavioural incidents. The system categorises significant instances of misbehaviour and brief notes are used to record incidents of a racist, sexual, homophobic or violent nature; these records are retained and analysed year on year. The Governing Body receive regular updates at Full Governing Body Meetings where the number of children who have reached each stage of the Behaviour Code is shared and recorded in the minutes.

The school has Learning Mentors who work with children who present behavioural issues. Children are referred to the Learning Mentor where it is considered there is an ongoing need for behavioural support. Outside agencies may also be involved.

Sanctions

There is a range of sanctions available of increasing severity which should be applied as appropriate:

- verbal reprimand
- withdrawal of privileges
- missing playtime (part/all)
- loss of a privilege in an individual circumstance
- note in the home-school book
- written apology
- reflection and verbal apology
- sent to another class with work
- sent to Phase Leader
- sent to Assistant/Deputy Head
- lunchtime exclusion (see Appendices 2, 2a and 2b)

These sanctions will be explained to the child and parent.

In Summary

At Ruislip Gardens Primary School we support children to develop respectful attitudes and behaviours. When a child presents unacceptable behaviour we work to support the child in understanding how their behaviour has affected them and those around them. In these instances all efforts will be made to assist pupils in learning how to be in control of their own actions and to develop a self imposed discipline that will enable them to grow into responsible members of the school community.

Please refer to the school website to read our Behaviour Statement which provides a summary of this policy.

The policy is reviewed every four years, or earlier if necessary.

**Appendix 1****RUISLIP GARDENS PRIMARY SCHOOL****Behaviour Code**

In an effort to achieve an acceptable level of behaviour in the classroom, on and near school grounds before and after school, and during the playtime periods, we have introduced the following step by step code:

- (a) A warning from a member of staff for a minor misdemeanour.
- (b) A second warning followed by a 'time out' period.
If the incident occurs in the playground there will be a 'time out' period of 5 minutes when the child will stand by the wall to consider their behaviour.

In the event of the warning and/or the 'time out' not bringing about an improvement, or **in the event of more serious behaviour which would endanger the safety and security of the school community**, the following sequence of sanctions will apply:

1. Incident recorded. Child kept in that or following lunchtime as appropriate. Letter sent home.
2. Incident recorded. Child kept in at lunchtime. Letter sent home.
3. Incident recorded. Child kept in at lunchtime. Child barred from school at lunchtime for one week.
4. Incident recorded. Child kept in at lunchtime. Letter sent home.
5. Incident recorded. Child kept in at lunchtime. Child barred from school at lunchtime for one week again.
6. Incident recorded. Child kept in at lunchtime. Child barred from school at lunchtime for two weeks. Governing Body informed.
7. Incident recorded. Child kept in at lunchtime. Child barred from school at lunchtime for longer periods with a staggered return. Governing Body involvement.

All these events will be recorded.

There may of course be occasions when the Head Teacher will feel that an incident requires action other than that stated in this policy.

It is important for children to learn that they must have regard for others and that they must be responsible for their own actions. Most children need some help in learning to socialise and to modify their behaviour to a greater or lesser degree before they understand what is acceptable and what is unacceptable. It is also necessary however to be prepared for those children who find it more difficult to adopt a responsible and acceptable behaviour and to find a framework in which they can be helped to think about and reflect upon what they do. We hope that these strategies will be of help to us in achieving this goal and that all parents will support our efforts.



Appendix 2

Dear <Parental Salutation>

**Notification of Stage One Breach of Behaviour Code : <Forename> <Surname> :
<Reg>**

I am writing to inform you that <Forename> <Surname> has been placed on Stage 1 of our Behaviour Code for [insert]. Please find a copy attached.

There will be no further action at this time, but please familiarise yourself with our Behaviour Code. We hope that your child will not breach our Behaviour Code again and would be grateful if you would discuss the matter with your child in order to support us in our aim of improving school and playground behaviour.

Please contact the school if you wish to discuss the matter further with a member of staff and return the tear-off slip to confirm you have received this information.

Yours sincerely

Sheila O'Neill
Deputy Headteacher

I confirm I have received a copy of the school Behaviour Code and the notification that <Forename> <Surname> has breached the Behaviour Code. I have discussed the incident with my child.

Signed : _____
Parent/Guardian

Date : _____