

Ryarsh Primary School

Behaviour Policy

Rationale

Our school Vision statement: Here at Ryarsh Primary School we are dedicated to providing a safe, nurturing and happy learning environment. We are united by a strong sense of community and work together to enthuse and inspire all learners to give their very best.

At Ryarsh Primary School we believe that the promotion of good behaviour, the development of self-respect and of respect for others is a vital part of a child's education. We want to encourage a positive social environment where children and adults receive positive feedback through praise and reward. We aim to encourage pupils to value themselves and others by respecting rights and celebrating diversity.

We expect everyone within the school community to adhere to uphold our School Values. In addition, adults are required to adhere to the Staff Code of Conduct.

Our School Values

Everyone at Ryarsh Primary School:

- has pride in themselves, others, their school and their community
- shows good manners
- develops good relationships with others
- shows respect for other people and things
- has a positive attitude
- is confident
- shows independence
- takes responsibility for their actions and their learning

All of these values make our school a safe place to be, full of happy memories.

Principles

Our values underpin our approach to behaviour. First and foremost, we aim to develop strong learning behaviours in all our children. This helps provide them with the tools needed to learn in a deep and rich way. These behaviours include:

- Active listening
- Strong collaboration
- Creative thinking
- Learning from failure
- Risk taking

We believe that praise, positive actions and rewards best promote good behaviour. A consistent and fair approach is essential. Mutual respect is fostered between staff and children. It is expected that children's behaviour and adults' responses will be consistent at all times of the day (whether structured or unstructured).

Through daily contact, circle times and assemblies the children are:

- encouraged to ensure their behaviour is such that the ethos, the school's values and the Code of Conduct of the school are upheld.
- encouraged to think about their own behaviour and the effect it has on others.
- given strategies for coping with inappropriate behaviour such as reporting incidents or worries to an adult.
- encouraged to develop strategies to develop successful relationships for themselves, seeking support from adults if these strategies are not successful. This helps our children to develop tools for regulating their emotions.

A child with a specific behaviour management need is supported and monitored by Class Teachers, Key Stage Leaders, SENCo and Teaching Assistants. It is viewed as good practice to vary behaviour management strategies from standard policy, according to a child's specific needs, whilst at all times upholding the key principles of the policy. In many cases an individual behaviour plan will be designed to meet the needs of the child and will be agreed in consultation with parents and the child concerned. The plan will be reviewed on a regular basis.

Organisation

Positive methods for promoting good behaviour should be used considerably more than negative ones. (See Appendix 1 for rewards and sanctions to be used). Classes will establish 'Class Rules' at the start of each academic year, and class teachers will refer to these as appropriate through the year. Sanctions should be applied immediately. Each day should be a 'fresh start'.

Break times and Lunchtimes

Expectations for good behaviour will be maintained during break times and lunchtimes. In order to achieve this, Lunchtime Supervisors will receive training in the principles of assertive behaviour management and support from the Headteacher, Key Stage Leaders and teaching staff as required.

Additional acceptable sanctions for break times and lunchtimes:

1. verbal warning to include reminder of expectations
2. withdrawal from game
3. verbal or written apology where necessary
4. isolation or 'time out'
5. removal from playground – brought to Class Teacher /Key Stage Leader / Headteacher

Lunchtime Supervisors will pass on any serious or unresolved behaviour concerns to class teachers at the end of each lunchtime.

Any cases of severe misconduct (see Appendix 1) will be addressed by the Headteacher or Deputy Headteacher.

Particularly good behaviour will also be recorded and reported. Lunchtime Supervisors will be able to award Behaviour Awards where behaviour is seen to be outstanding.

In exceptional circumstances, staff should consult with the Headteacher or Key Stage Leaders as to other sanctions to apply.

Breakfast and After School Clubs

The school's high expectations for behaviour will be applied consistently through all parts of the day, including while children are at breakfast club and after school clubs. In order to achieve this, breakfast and after school club leaders and supervisors will receive training from the school in the principles of assertive behaviour management. Support in managing behaviour effectively will be provided by the class teachers, key stage leaders and the Headteacher.

Additional acceptable sanctions for breakfast and after school clubs:

1. verbal warning to include reminder of expectations
2. withdrawal from game/activity
3. verbal (or written) apology where necessary
4. isolation or 'time out'

Any cases of severe misconduct (see Appendix 1) will be addressed by the Headteacher or Deputy Headteacher.

If problems with individuals persist, Supervisors will record names and incidents and consult with the Headteacher or Deputy Headteacher. Parents will be involved in a discussion of their child's behaviour. Pupils who persistently offend may not be able to attend breakfast and after school clubs.

Pupils attending breakfast and after school clubs may be rewarded according to the agreed school's rewards system.

Exclusions

In exceptional circumstances the Headteacher will use exclusion as one of the strategies available to the school for managing the behaviour of its pupils. Exclusion is used as a way of giving a clear message to the pupil involved and the whole school community that certain types of behaviour are unacceptable. In deciding to exclude a pupil, the Headteacher will follow Kent/DFE Guidelines for fixed term and permanent exclusions.

Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive, but provides some examples of situations where reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Force cannot be used as a punishment.

We acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Appendix 3 should be used to record details of any incidents requiring the use of force. This should be completed as soon as is practically possible after the incident and handed to the Headteacher.

The Role of Parents

Managing behaviour in school is more likely to be effective if schools can work with parents as genuine partners in the education process. Parents will be informed about school procedures for acknowledging appropriate behaviour and sanctioning inappropriate behaviour via the school prospectus when their child starts school. The notes in appendix 1 clearly define the principles which underpin the school's behaviour policy. Parents are encouraged to approach their child's class teacher then the Headteacher at any time if they are concerned about social difficulties or behavioural issues. The School will inform parents of incidents as they occur.

Policy adopted by Governing Body	Summer 2018
To be reviewed	Summer 2021
Signed by Head Teacher	
Signed by Chair of Governors	

Rewards for good behaviour or work

- Praise
- Stickers and notes home
- House Points (Year 1→)
- Certificates of achievement
- Star of the Week (Day in FS)
- Celebration of work
- 'Ask me what I am proud of' badge
- Class reward time at the end of the day / week
- Headteacher's Award (for excellent work)
- Deputy Headteacher's Award (for exceptional behaviour)
- Ryarsh Award for Excellence (awarded termly)

**Sanctions for unacceptable behaviour (KS1)**

1. Warning
2. Name on 'think cloud' (sad face in FS)
3. Short isolation in class
4. Isolation in class for rest of session
5. 1 session isolation in another class.
(Children should be sent with a note explaining the rules broken, providing an opportunity to reflect and change the child's chosen behaviour.)
6. Final consequence – addressed by Headteacher or Deputy Headteacher and SIMS behaviour record completed

Sanctions for unacceptable behaviour (KS2)

1. Warning
2. Name on board
3. Short isolation in class and/or 5 minutes from break time (X)
4. Isolation in class for rest of session and/or 10 minutes from break time (XX)
5. Remainder of session isolation in another class plus 10 minutes from break time (XXX)
6. Final consequence – (XXXX) addressed by Headteacher or Deputy Headteacher and SIMS behaviour record completed
Children should be sent with a note explaining the rules broken, providing an opportunity to reflect and change the child's chosen behaviour.

Response to final consequence by Headteacher

- Child to explain reason for being sent
- Child to have time out of class with work supervised by Headteacher
- Incident recorded in SIMs record and parents contacted / letter sent home

Severe misconduct (addressed by Headteacher or Deputy Headteacher)

- Causing deliberate physical injury to another person
- Using serious threatening behaviour
- Total refusal to follow instructions and do what is asked

- Swearing
- Theft or deliberate damage to property

Throughout the school day, including at lunchtimes, any instances of severe misconduct will be addressed immediately by the Headteacher or Deputy Headteacher.

Response to severe misconduct to be taken by Headteacher

1. Child to explain reasons for actions. Write letter of apology if appropriate
2. Child to have time out of class supervised by Headteacher.
3. Loss of breaktime/lunchtime sessions
4. Incident recorded in SIMs behaviour record
5. Parents informed. If appropriate, parents contacted to collect child.

Behaviour record keeping

An entry is made onto our management information system (SIMS) to record the behaviour incident once step 6 of the sanctions lists is reached or for severe misconduct. These entries are kept as a record of the incident for future reference and are not part of any individual child's school record.

Loss of break time/lunchtime

In addition to the above listed 'Sanctions for unacceptable behaviour' staff may use the removal of break time/lunchtime as appropriate. This is particularly useful as a sanction if 'class time' has been wasted by a child, as this time can be taken back from the child's own time. This should be clearly explained to the child concerned.

House Points

Each child belongs to a 'house' and is awarded house points for effort, achievement and behaviour. These are tallied in class and collated every week by the House Captains.

House Points can be awarded by any teacher or support staff member for general positive behaviour management and praise, good effort in work, co-operation, kindness, sitting ready to work/listen when majority are not. Children will be placed in the same house as any siblings. All staff members are assigned to a house.

Star of the Week (Day in FS)

A special award is made to the child in each class who has 'stood out' with some excellent work or behaviour during the week. These 'Star of the Week' certificates are awarded in class at the end of Friday.

Headteacher's Award

A child who produces a particularly impressive piece of work, or has shown excellent effort or attitude to their work will be sent to the Headteacher to receive a Headteacher's Award sticker. Their name and work are recorded in the Headteacher's Award file. All Headteacher's award winners are commended in Celebration Assembly on Friday.

Deputy Headteacher's Award

A child who demonstrates particularly impressive behaviour, upholding the school values, will be awarded a leaf to for our tree of values in the hall. In Celebration Assembly on Friday children with a leaf are commended and also awarded a Deputy Headteacher's Award.

The Ryarsh Award for Excellence

Each half-term (6 per year) each class teacher will select one child from their class to receive this award. In the final Celebration Assembly of the term, parents are invited to see the recipients of these awards will be announced and be presented with a certificate and a written description of the reasons why this award has been made. Photographs of the Ryarsh Award winners and their certificates will be displayed in the entrance to the school for all visitors to see. Pupils may only be presented with the Ryarsh Award for Excellence once in any year.



Forward thinking for a brighter future

Our Vision

Here at Ryarsh Primary School we are dedicated to providing a safe, nurturing and happy learning environment. We are united by a strong sense of community and work together to enthuse and inspire all learners to give their very best.

Our Values

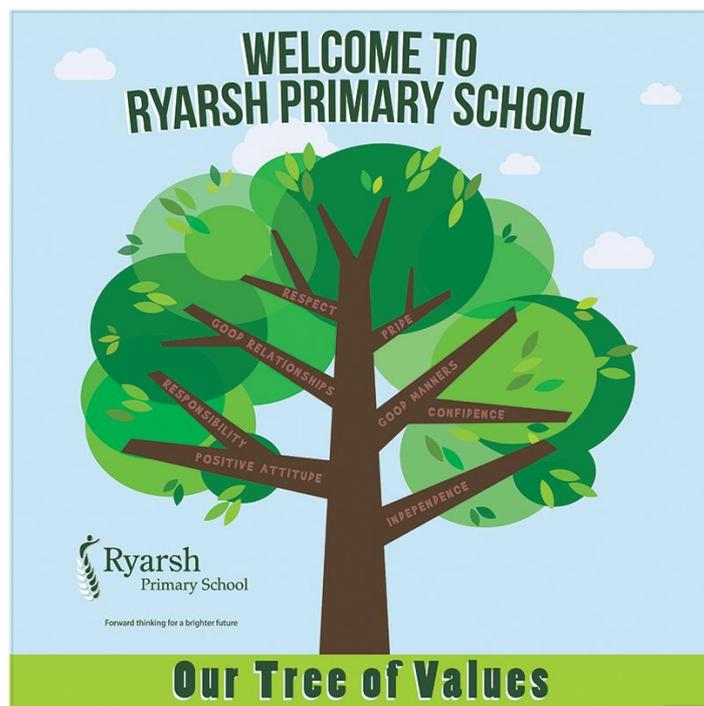
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... develops good relationships with others	... shows respect for other people and things
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... shows independence	... takes responsibility for their actions and their learning
All of these values make our school a safe place to be, full of happy memories.	

Use of Reasonable Force to Control or Restrain Pupils: Incident Record

Details of pupil or pupils on whom force was used by a member of staff (name, class)	
Date, time and location of incident	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reason for using force and description of force used.	
Any injury suffered by staff or pupils or any first aid and/or medical attention required.	
Reasons for making a record of the incident.	
Follow up, including post-incident support and any disciplinary action against pupils.	
Any information about the incident shared with staff not involved in it and external agencies.	
When and how those with parental responsibilities were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here)?	
Report complied by:	Report countersigned by:
Name and role:	Name and role:
Signature:	Signature:
Date:	Date:

Behaviour Sanctions

- Reminder
- Name on sad face/think cloud
- Short reflection period in class
- Reflection period in another class
- Addressed by Headteacher or Deputy Headteacher



Rewards for good behaviour

- Praise
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- Stickers and notes home
- Certificates of Achievement
- Star of the Week/Day
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