



Rise Park Academies



Behaviour Policy

For: Infant School

Date of Issue: February 2022

Date of Review: February 2023

Responsible Staff: Karen Palmer

Status: Approved



High expectations and standards of behaviour are essential in order for Rise Park Infant School to achieve its vision of being a place where children can realise their full potential, friendship thrives between children and in which there is a partnership between teacher and child based upon trust, respect and an ethos of mutual care and consideration.

The purpose of this document is to establish the principles upon which behaviour management at our school is based, and to make clear what strategies should be adopted to ensure that high standards of behaviour are achieved and maintained.

INTENT

The aims of implementing this policy are to continue to:

- develop positive relationships between children and between children and adults
- encourage children to acquire increasing independence and to take on responsibility for their own actions appropriate to their age and maturity
- foster self-esteem
- ensure consistency of approach to behaviour throughout the school
- promote high standards of behaviour which contribute towards effective learning and an organised, calm community within the school

We will be working with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs.

We acknowledge that the recent pandemic has resulted in an increase in social, emotional and mental health concerns in some children. Some vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may need to be regularly reviewed due to continued disruption to attendance as a result of COVID 19 restrictions which may have an impact on their behaviour. For these pupils, we will be working with local agencies (such as health and the local authority) to ensure that all required services and support are in place to support them in school.

The following principles underpin our practice in implementing behaviour management strategies, and in ensuring that Rise Park Infant is an orderly, caring environment in which children feel valued, secure and able to enjoy their learning.

You have the right to learn undisturbed.

I have the right to teach undisturbed.



Children are expected to treat all adults with respect. To achieve this:

- Every adult should demonstrate a genuine care and respect for each child as an individual, modelling the quality of relationships that they expect from the children themselves – this applies to their relationships with other adults as well as with children.
- Positive reward and praise are at the heart of the school's ethos as recognition of good conduct is more effective than correction of misconduct.
- Everyone will be encouraged to take responsibility for their behaviour, following the policy, and making informed choices and decisions.
- There are clear consequences, both rewards and sanctions, linked to the golden rules.
- The consequences are fairly and consistently applied to all children according to their individual needs
- In all circumstances, the teacher remains calm and does not respond to misconduct in an aggressive or uncontrolled manner.

WHOLE SCHOOL RULES

Five core “golden rules” are central to behaviour expectations around school, in classrooms, the dining hall, corridors and playgrounds. They are:

At Rise Park Infant School we always do our best to:

1. Be kind, honest, friendly and polite to others.
2. Follow instructions straight away.
3. Show respect for others through our actions and through our words.
4. Work hard and be a helpful member of our school family.
5. Take care of our school and others' property.

IMPLEMENTATION – REWARDS

Good behaviour is recognised through rewards and positive praise. At Rise Park Infant School we put much emphasis upon the rewarding of good behaviour rather than the punishment of bad behaviour.

To do this in class, we use many strategies, which include:

- Verbal praise/pupil responsibility as an incentive/reward
- Stickers/Dojos
- Feedback to parents/ Head of School Award
- Celebration certificates linked to our learning powers/ Sun/ Rainbow/ Pot of Gold commendation certificates.



- Golden Time
- Class Targets
- Promoting Good Manners

Each KS1 class also works together to achieve 'Golden Time' which takes place on a Friday Afternoon for half an hour.

A weekly Celebration Assembly is held to celebrate children's achievements such as positive behaviour or good work. A certificate linked to one of our eight learning powers is awarded to individuals to mark this. The school creed is recited to promote good behaviour and respect for each other. (Appendix 3)

Dojos are given out by the staff for positive behaviour at playtimes and lunchtimes. These will be counted during celebration assembly. The class with the highest number of dojos for the week will be awarded an extra 5-minute playtime.

Additionally, a soft toy (Murray the Monkey) will be brought into Assembly each Friday and will be awarded to the class who exhibits the best assembly behaviour. This class will keep the toy for the rest of the following week.

Children are often given designated roles and responsibilities within the school such as Reading Champions, School Councillors, Digital Leaders, Eco Warriors, Meeters and Greeters as well as taking on classroom responsibilities. All children with a specific role are expected to be positive role models for Rise Park.

Each class has a chart showing a pot of gold, rainbow, sun, cloud and rain. All children's names are placed on the sun every day. Exceptionally good behaviour is rewarded by the child's name being placed on the rainbow and then onto the pot of gold resulting in a small certificate being awarded to take home.

IMPLEMENTATION – SANCTIONS

If a child chooses not to observe a school rule, then a consequence or sanction must follow.

A child's name may be moved down to the cloud for unacceptable behaviour or occasionally to the rain for more serious or repeated incidents.

Sanctions should be simple to administer in order to keep disruption of the lesson to a minimum and should follow the school behaviour policy. At no time should they be psychologically demeaning or humiliating.

Sanctions should be applied as soon as possible, preferably on the day they are administered, although this may not always be practical. Once given, a sanction must not be withdrawn.

A verbal warning will be given before a child's name is moved to the cloud. This will be explained by discussing why the warning was given, and what will happen if it continues.

'I am now giving you a warning because....'



The child will be asked to think about their behaviour and be reminded as to what was said/or done by them.

There may be an occasion when a child needs to be placed straight onto the rain cloud. This is to be used only when the child's behaviour is deemed to be serious enough to not go through the warning/steps procedure. This may involve:

- Pushing/pinching another child
- Spitting
- Using unkind words

This process starts again each day and is not rolled over from the previous day.

Repeated incidents of poor behaviour may result in a home/ school communication book being set up to keep parents informed and enable them to work alongside the class teacher to address and improve behaviour.

Lunchtime/ Playtime

The process to be followed is:

- Verbal warning
- 3 minutes time out – on time out bench
- 5 minutes time out – on time out bench
- MDA manager and class teachers to be informed at the end of session
- Further incidents to be referred to the year group leader
- If behaviour continues refer to the Deputy Headteacher then Head of School

The MDA manager will meet with Midday supervisors at the end of the lunchtime session and record any significant misbehaviour in the playground incident log. Class teachers will be notified where necessary. The Deputy Headteacher and Head of School will be informed of persistent incidents of unacceptable behaviour so that individuals can be monitored and the behaviour addressed accordingly. This may include regular observations and additional support from the inclusion managers.

Playtime behaviour issues will be reported to class teachers by duty staff and addressed using the behaviour chart.

EXCLUSION

Exclusion from school will only be used as a final resort when the behaviour is extreme. Instances of when exclusion may be necessary include:

- Serious use of foul and abusive language towards another child or adult.
- Serious physical aggression or violence towards another child or adult.
- Persistent refusal to cooperate, resulting in disruption to the learning and/or well-being of other children.
- Leaving the school premises without permission, posing a safety risk to the child concerned and potentially to other children.



- Intentional damage of school property.

The length of fixed-term exclusions will directly relate to the severity of the behaviour.

In all cases of exclusion, Governors will be informed and they will receive a termly report on the number and nature of exclusions.

Should exclusion become necessary on a regular basis the school will contact the Area Education Officer and seek active support from the BSS (Behaviour Support Service) if this has not already been undertaken.

The decision to permanently exclude will only be made when all other available resources and strategies have been exhausted, and it is clear that this step would be in the best interests of the other children in school.

IMPACT

High expectations of behaviour are reflected in all areas of school life and children feel happy, safe and confident in the school environment. Behaviour for learning continues to be a strength of the school and is reflected in the respect children have for each other and the mutual respect between pupils and staff.

Staff are given the support they need to manage more complex behaviours and external agencies are involved where appropriate. The school works in partnership with parents, sharing and celebrating achievements and addressing areas of concern together to overcome any barriers which children may be experiencing.

A focus on positive behaviour results in children aspiring to this rather than negative behaviour. Leaders at all levels are responsible for behaviour and work together to support each other and the pupils.

Appendices:

1. Behaviour Chart
2. Child friendly version of Behaviour chart
3. School Creed



Appendix 1:

Pot of Gold



Exceptional behaviour

Name read out in celebration assembly/ certificate given in class

Rainbow



Good role model to others

Name read out in celebration assembly/ certificate given in class

Sun



Consistently good- following the school rules

Certificate given at the end of the half term for remaining on the sun

Cloud



Disrupting learning
E.g. not listening to the adult; disturbing others working
Disrespectful to others
Not sharing; using unkind words

5 minutes of play missed in the classroom

A verbal reminder is given for the expected behaviour

Pupils can work back to the sun

Rain cloud



Persistently breaking the rules
(Reason for being on the cloud continues)

Examples for straight to rain cloud

Not keeping hands/feet to ourselves; drawing on someone's work

10 mins of play missed
Parent informed by the teacher and written in the class behaviour book

The following behaviour to be referred to the Year Group Leader:

Physical, aggressive behaviour

Inappropriate language used (following warning)

Name in the class behaviour log x3 in a week

In this instance the Year Group Leader will speak to children and contact parents where appropriate. Should this behaviour be repeated then it will be referred to the Head of School who will arrange a meeting with the parents. Golden time to be missed for reflection – time to be decided by the class teacher/ Year Group Leader dependent on reasons for behaviour



Appendix 2:


OUR BEHAVIOUR

Pot of Gold




Exceptional behaviour

Rainbow



Good role model to others


Sun



Consistently good-following the school rules

A verbal reminder will be given for the expected behaviour
Show that we understand and work back to the sun

Cloud



Disrupting learning
E.g. not listening to the adult; disturbing others working

Disrespectful to others
Not sharing; using unkind words; not keeping hands/feet to ourselves; drawing on someone's work

Rain cloud



Persistently breaking the rules
(Reason for being on the cloud continues)

Examples for straight to rain cloud
Spitting, pushing in the line, pinching

Year Group Leader
Mrs Palmer

Physical, aggressive behaviour

Inappropriate language used (following warning)

Name in the class behaviour book
x3 in a week



Appendix 3:



Rise Park
Academies

Our School Creed

This is our school,
Let peace live here,
Let love abide here,
Love of one another,
Love of man-kind,
Love of life itself,
And love of God.
Let us show respect,
Have belief,
And strive for excellence.



Respect Inspiration Self-Belief Excellence Passion Achievement Resilience Knowledge

