

Ringway Primary School Behaviour & Inclusion Policy

The Future starts here

Our aim is to provide the foundations for a positive future for our pupils.

A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle , and to enjoy all they do.

A future where they are money smart & make a positive & respectful contribution to their culturally diverse community - at a local, national & global level.

A future where they aspire to be the best they can be & achieve their full potential.

Created May 2015.....

To be reviewed 2018

Signed C of Gov.....

Headteacher.....

Ringway Primary School Behaviour Policy

Introduction

Ringway Primary School is a school where there is a highly positive atmosphere. We focus on the positives, we catch children being good & we reward them. We are proud to have gained the Gold Inclusion Standard and have a history of turning challenging behaviours into positive behaviours. The key to this policy is to maintain this ethos & high standard. We will do this by encouraging a positive attitude towards & from all members of the school community.

Aims & Objectives

- Provide a calm, safe environment in which all pupils can achieve their best
- To build good strong positive relationships with pupils
- Raise children's self esteem and confidence with appropriate praise
- Recognise that each child is an individual with their own needs
- Help children to become aware of the needs of others
- Follow the SEAL programme to promote these values
- Apply a consistent approach to behaviour throughout the school
- Involve parents in promoting good behaviour
- We are committed to promoting equality and it is essential that all pupils are treated the same

Whole School Code of Conduct

Do be Gentle - Do not hurt anybody

Do work hard - Do not waste your or other people's time

Do look after property - do not waste or damage things

Do listen to people - Do not interrupt

Do be honest - Do not cover up the truth

Class Code of Conduct

At the beginning of each year classes negotiate a whole class code of conduct with the help of their teacher using the SEAL strategy . They decide on positive ground rules which are then displayed prominently and regularly referred to.

Governors' Responsibilities

The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the headteacher.

Staff's Responsibilities

Class teachers have a day to day responsibility for the discipline of the children in their classes. A positive caring environment with high expectations can promote and ensure good behaviour.

Any behaviour which is causing concern should be noted in the teacher's Behaviour log book. Pupils with SEBD may have their own book for recording of incidents - this must be kept up to date. These children should have behavioural targets as part of their IEPs.

** Staff need to pass on concerns immediately if poor behaviour is unusual or out of character in case of child protection concerns. It is essential that these concerns are logged & dated.

The Deputy needs to send parents a letter to inform them , if their child has been put I seclusion

We all strive to be inclusive and avoid any form of exclusion.

Parents' Responsibilities

We regard it as the responsibility of the parents to foster good relations with the school and to support school staff in implementing any strategies which are for the benefit of their children.

Parents are made aware of the school codes of conduct in the school brochure and incoming pupils are provided with a home school agreement which parents are encouraged to read & sign.

Parents may be referred to other agencies & encouraged to attend Parenting courses.

Children's Responsibilities

Children are expected to follow the codes of conduct in the school and classroom and to show respect for the rights & needs of everybody in the school community, both adult & child. Good behaviour, politeness & respect are expected at all times.

How we encourage good behaviour- Rewards

- Clear expectations are laid out in the class rules & referred to
- Noise/ talk levels are clearly displayed on a chart
- Adults have high expectations
- Good strong relationships need to be built with the adults and children
- All children respond well to praise - especially vulnerable children
- Orders & instructions are stated in the positive with a please on the end
- Adults speak in a calm firm tone to encourage respect.
- Good behaviour is praised publicly in assembly with certificates
- Self esteem may be promoted through social skills groups
- Vulnerable children may have a PSP - shared with their parents
- Pride of Ringway award for most Improved Behaviour

Reward Systems

Our emphasis is on rewards to reinforce good behaviour and motivate children positively. Praise both formal & informal should be used to build self esteem.

A Consistent Approach

Each class has a 4 step code with each pupil name tag moveable

Unhappy face = unacceptable

Medium face = needs to improve

Happy face = good behaviour

Star = excellent- merits reward time

This begins in Nursery and is **CONSISTENT** throughout.

Logs

It is essential that you record any poor behaviour from stage 2 onwards in your class Behaviour log and date it. This is on online log attached to the register.

Any issues from playtime must be recorded online also and whoever is on duty must tell the class teacher. Lunchtime incidents are recorded by the Los manually and given to the Deputy Head on a daily basis. They will inform parents if necessary and enter key incidents on the online log.

The Deputy Head is the lead person on behaviour and will monitor the logs and report to governors at each meeting- giving them an overview and more detail if any major incidents have occurred.

Where restraint is used - Incidents are recorded on a separate sheet (kept centrally in office)

How we deal with unacceptable behaviour- Sanctions

	Example of Behaviour	Possible Responses	Possible sanctions
Stage 1	Wandering about Calling out Interrupting the teacher Talking at inappropriate times	Speak to the child Eye contact Give choices	Name moved down to the unhappy face Change seating arrangement
Stage 2	Not responding to the teacher Disruptive behaviour Cheeky/offhand Refusal to work Minor challenges	Talk to child Discuss consequences give choice	Possible exclusion from classroom to key stage leader Log incidents from this stage on.

			Class teacher informs parents
Stage 3	Harming someone in class Deliberately damaging school property Leaving class without permission Serious challenges to authority Verbal abuse Repeated refusal to comply	Separate behaviour book logs incidents Parents meet with class teacher and one of SMT	Place on SEN register for behavioural difficulties. DHT discuss with parent & Possible referral for Parenting courses
Stage 3 cont.			
Stage 4	Repeatedly leaving the classroom Throwing dangerous objects Leaving school grounds without permission Vandalism Stealing Verbal abuse of staff	Immediate removal of offender from scene Immediate involvement of Headteacher Involvement of outside behaviour agency Separate behaviour book needs to be logged	DHT Telephones parents & meet with them Possible fixed term exclusion Seclusion PSP needs to be in place
Stage 5	Extremely dangerous or violent behaviour Very serious challenges to authority Physical abuse of any staff	Immediate removal of offender from scene Immediate involvement of Headteacher Involvement of	Fixed term exclusion or seclusion For repeated stage 5 permanent exclusion may be considered

	member	outside behaviour agency	PSP needs to be in place
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How we support staff & pupils in the application of this policy

Special Needs

Some children's behaviour is beyond normal incentives & sanctions. These are usually children with emotional or physical needs who may have a medical condition. In some cases children may have very poor self esteem & it is difficult to follow normal school routines.

These children will have an IEP or PSP which has been agreed with their parents/ carers.

Options for supporting children & promoting inclusion include

Part time timetables - this may be part of the reintegration following an exclusion, which would be negotiated between parents & staff.

Parents accompanying children in school - in some cases children may benefit from parents being involved with them on school site. Once more this would require negotiation & parental support

Parents accessing support/ getting referred & signposted to Parenting courses

Nuture group - this is an extremely valuable on site resource which provides children with support in a small social skills group

TA support - an experienced TA can provide support & encouragement for individuals who may lack concentration to stay in class for a full session. They may work in class to support children or remove the child from class to provide an alternative personalised curriculum. The emphasis will be on raising the self esteem of the child.

Adapting the curriculum - in some cases children may not be able to cope with the all day set curriculum. Timetables may need to be personalised and alternative

Individually adapted reward cards & stickers - some children need small steps of daily achievement/ behaviour cards to build self esteem. Parents might be involved in this also

Mentoring - some children may find it difficult to work with a number of people but may benefit from establishing particular links with one mentor.

Providing responsibilities - some children in this category may benefit from having a responsibility or task . Helping younger children can increase their self esteem and bring out the best in them

It is worth remembering that some of these children may have experienced a chaotic home life especially LAC children. They do not link their actions to the consequence and feeling 'cornered' will result in extreme reactions from them. Time & patience are needed with these children. If a child with SEBD is acting out a no blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Every attempt should be made to avoid the escalation of problems through direct confrontation or backing a child into a corner.

Safe Places (signposted) are set up around school where 'disturbed' children can safely cool down using the SEAL strategies which they will have been taught.

see also -Anti- Bullying Policy - We are a Bully free zone and take bullying very seriously . Therefore we have a separate policy linked directly to this policy & our SEAL strategy.

Allegations against staff policy

Equalities Policy