



Rownhams St John's CE Primary School

Behaviour Policy

Matthew 7:12^a "In everything, therefore, treat people the same way you want them to treat you."

Aims:

We aim to:

- promote high standards by modelling positive behaviours at all times.
- encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- ensure that all adults and children treat each other with mutual respect and consideration.
- promote the Spiritual, Moral, Social and Cultural development of our pupils to enable them to become successful and well- rounded citizens

When managing behaviour we always need to remember this quote by Martin Herbert (1985) in his book *Caring for Children*:

Children are invariably trying to solve problems rather than be one.

Their solutions to problems are often misguided because their concept of the problem is faulty or because their skills leave much to be desired.

Rights and Responsibilities:

Everyone within our school community has the responsibility to ensure that Rownhams St John's CE Primary School is a safe place in which to learn, work and play where equal opportunities are available to all pupils.

Children have the right to learn, work and play in a friendly, safe and helpful school.

Teachers and staff have the right to teach and work in a friendly, safe and supportive school, which is supported by the community.

Parents/carers have the right to feel welcome and to know that their children are learning, working and playing in a friendly, safe and helpful school.



Promoting Positive Behaviour

We encourage behaviour that promotes the school values of LOVE, JOY and RESPONSIBILITY within the school environment and when representing the school, including on school visits.

Strategies for encouraging positive behaviour will be promoted at all times by example and through modelling. The importance of this, and responsibility for it, is shared by all staff. Opportunities should always be made for shared praise. At the beginning of the school year, each class will write a class charter to encourage pupils to:

- Think positively for themselves, taking responsibility for their own behaviour
 - Be aware that they have rights but with these rights come responsibilities
 - Consider and respect the needs of others
 - Be aware of the need for mutual understanding to promote emotional well-being for all
- Certificates and rewards will be used to praise and recognise sensitive, cooperative and tolerant behaviour, as well as outstanding achievements in work.

Rewards for Positive Behaviour:

At Rownhams St John's, staff use Class Dojos on the Interactive Whiteboards/Clevertouches/Ipads.

The principles behind this system are:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the school values of LOVE, JOY and RESPONSIBILITY are noticed and rewarded as well as behaviours that demonstrate Growth Mindset.
- The system allows for the following:
 - A consistent approach that can be used by all staff
 - Whole class and individual reward system (as agreed by each phase) to include Dojo champion of the week
 - Least intrusive approaches are used to manage behaviour
 - Teaching of specific behaviours and routines
 - Good communication between School and Home and vice versa.

Other positive rewards given at Rownhams St John's may include: smiley faces/stickers, certificates in Celebration Assembly, display of work, mention in the school newsletter.



Sanctions when things go wrong

When the values of the school are not followed by the pupils, they are given the opportunity to change their behaviour.

First Step: – a visual and verbal cue (warning, naming inappropriate behaviour, explanation of what would be better)

Second Step: – negative Dojo point given (parent will be able to contact class teacher through Classdojo to get more information about this)

Third step: – child to be sent to the phase leader to explain their behaviour. Again, conversation should focus on how to recover the situation

Fourth step: – Headteacher to meet pupil and teacher to discuss behaviour, what has been attempted to improve the situation, why it has not yet worked, the effect on others, the effect on the child's learning, and why the behaviour is continuing. Records or notes will be kept of this discussion. At this stage the Headteacher, classteacher and Inclusion Leader will consider whether an Individual Behaviour Management Plan needs to be developed.

Fifth step: - If after this meeting the pupil is still making the wrong choices then the class teacher will meet with the parents to discuss the situation

Sixth step: - If all the previous steps have failed and the pupil hasn't made the change then the Headteacher/Deputy Headteacher and class teacher will meet with the parents to plan a way forward.

It is expected that the fifth and sixth step rarely occur because the children are supported to turn their behaviour around by the fourth step.

Finally, the ultimate step is to explore possibilities for temporary or permanent exclusion in accordance with Hampshire County Council (HCC) guidelines. On return to the school an Individual Behaviour Management Plan will be developed to support the pupil's reintegration into the classroom.

Lunchtime and Breaktime

We recognise that at lunchtime and breaktime it is essential that the behaviour policy is followed in the same way as it is during the rest of the school day. Dojo points can be awarded by any member of staff to children who demonstrate the values of love, joy and responsibility in the way they play with others and the way they behave in the dining hall.

Mid-day supervisors are encouraged to feedback to teachers both positive and negative behaviour. During lunchtimes, a member of the senior leadership team is always available to deal with any more difficult issues.

Training is provided on an annual basis to support lunchtime staff develop their behaviour management skills.



A lunchtime club is available for those children who need support with their emotional and social well-being during the lunch hour.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. The ABCC format is used to record incidents and a personalised programme is set up. This will enable targeted support for vulnerable pupils. School may liaise with external agencies such as Behaviour Support Team for further support.

Pupils may share lunch/playtimes with staff to promote positive behaviour.

An ELSA (Emotional Literacy Support Assistant) is able to offer help for all children to develop their emotional health and well-being.

Anti-Bullying

At Rownhams St John's, we strive to be a safe school where children and adults feel free to share information and talk openly. We have a clear understanding of what is meant by bullying and believe that bullying is totally unacceptable. Bullying is never tolerated. Children are supported to develop their understanding of Bullying and the children takes part in the annual Anti-Bullying Week events. Worship and the PSHCE curriculum also enable children to develop their understanding of different forms of bullying (including homophobic bullying in Upper Key Stage 2)

An annual Anti-Bullying statement is written by RSJ Young Governors and then presented to the rest of the children in whole school and class assembly.

Restrictive Physical Intervention

The school has adopted the Hampshire County Council policy on restrictive physical intervention. Within this policy, the headteacher can delegate authority to any member of staff to physically intervene when there is a threat to the safety of a child or member of staff because of the behaviour of another child.

Links to other policies:

This policy should be read in conjunction with the following school policies:

- Safeguarding and E-Safety
- Emotional health and well being
- Confidentiality
- Teaching and Learning
- Single Equality Statement



Love, Joy and Responsibility



Agreed by Standards Committee – October 2016

Signed: Danny Hyam, Chair of Standards