



Ridgeway Primary School

Behaviour Policy

Introduction

Children work well when there is a recognised framework where they know that there are limits to what is acceptable. The majority of Ridgeway's pupils come to school ready to enjoy learning and are regularly praised by visiting adults for their good behaviour. Through our behaviour policy, we can deal effectively and consistently with any incidents where children do not live up to these high standards.

The aim of this policy is to give children clear boundaries, positive reinforcement of good behaviour and an understanding that we will not allow disruptive or dangerous behaviour or unkindness or disrespect towards other people or property. This requires a consistent approach from all pupils, teaching staff, support staff and lunchtime supervisors, and is greatly enhanced by the backing of parents. We always seek to work with parents where a child's behaviour causes concern.

Aims

We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than that of negative comments. By fostering positive relationships between children and all staff the children will feel valued both as individuals and as part of the school community.

At Ridgeway we work and play within the Golden Rules

- ✓ **We are gentle. We do not hurt other people.**
- ✓ **We are kind and helpful. We do not hurt anyone's feelings.**
- ✓ **We are honest. We do not cover up the truth.**
- ✓ **We listen. We do not interrupt.**
- ✓ **We work hard. We don't waste our own or other's time.**
- ✓ **We look after property. We don't damage or waste things.**

Equality and fairness

At Ridgeway Primary School all pupils, parents and staff are treated equally; with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils as well as staff are invited to take part in decision-making through pupil voice and parents through the Parent Council and questionnaires. Ridgeway recognises ethnic, religious, cultural and linguistic diversity which is valued and promoted as a positive feature of the school and its community.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role in helping children to see that good behaviour is valued. The commonest reward is praise; informal and formal; public and private; to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy effort.

At Ridgeway Primary School we celebrate positive behaviour through:

- ✓ **Praise (lots of it!);**
- ✓ **Dojo Points;**
- ✓ **Stickers in planners;**
- ✓ **Achievement Award Certificates;**
- ✓ **Awards from lunchtime;**
- ✓ **Praise post cards;**
- ✓ **30 minutes Golden time per week as an entitlement;**

Growth Mindsets

At Ridgeway we inspire the pupils to have a growth mindset, and in children to see their qualities as things that can be developed through their dedication, effort and hard work. We teach the children to understand that to accomplish great things pupils need to be passionate, dedicated, and resilient and learn from their mistakes.

Sanctions

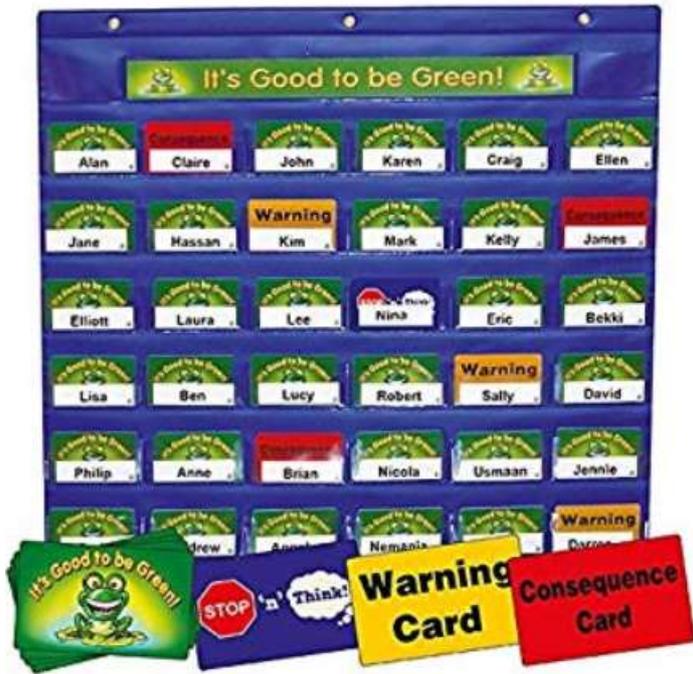
Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- It must be made clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions being applied;
- There should be a clear distinction between minor and major offences;

Sanctions used at Ridgeway Primary School are applied according to the severity of the misdemeanour.

The Good to be Green scheme at Ridgeway



At Ridgeway we use the 'Good to be Green' behaviour scheme. Reception follow a similar behaviour scheme but they have sad clouds, rainbows and sunshine instead.

Every child has 4 cards (Green, blue-stop and think, yellow-warning, red-consequence) They aim to stay green each day. Staff record any yellow or red cards received at the end of each day on a chart which is displayed in the classrooms. If children stay green all week they receive a sticker. There are rewards for staying green all half term

(such as Easter Egg hunts, slime making and biscuit decorating). If children stay green for a whole term children receive a good to be gold sticker.

Blue cards cards are given as a warning for low level behaviour e.g. disrupting learning, shouting out constantly etc, this is an initial warning and reminds children that if they continue to behave in an inappropriate manner they will receive a yellow card. A yellow card will result in the loss of five minutes golden time. If this behaviour continues further still then a red card will be issued, the consequence of a red card is that further minutes are taken off a child's golden in addition to this the parent/carer will be contacted. Straight red cards are also given for more serious incidents such as hurting another child, inappropriate language, disrespecting an adult, damaging property etc. When red cards are given staff record the incident onto CPOMS.

Good to be Green consequence flow chart

Staff responsible

Behaviour at Ridgeway is overseen and driven by the Pastoral Team who will monitor the good to be green scheme and reward systems school in school (see below). If outside agencies need to become involved or a Pastoral Support Plan needs to be put in place then this will require the involvement of our SEN/Safeguarding lead teacher.

Good to be Green 2019-20			
YR-Y6	Sanction	Action	Notes
	Warning: Stop and Think Card		If behaviour improves, turn back to green.
	Stage One: Yellow Card	5 minutes lost of Golden Time	
	Stage Two: Red Card	10 minutes lost of Golden Time Parents informed and incident logged on CPOMs	If appropriate, make use of other teachers within the phase/phase leader/behaviour lead to diffuse situations.
	Stage 3:- Behaviour chart (lesson/ break-times/both)	If several red cards happen in a short amount of time, discuss next steps with behaviour lead (behaviour chart) Parents informed; consider Nurture/ Learning Mentor involvement; Behaviour Lead monitors weekly; keep charts as record of behaviour over time	If behaviour improves, stop at this stage and revert back to Warning/Stage 1/Stage 2
	Stage 4: IBP	If behaviour continues, Behaviour Lead to discuss IBP Miss Gray (DHT) Complete IBP form; meet with parents; Miss Gray (DHT) monitors; consider nurture/ learning mentor involvement; consider involvement of outside agencies	If behaviour improves, revert back to Stage 3 or Warning/Stage 1/Stage 2
	Stage 5: Involvement of Mrs Jelves (Headteacher)	Exclusions considered	
One off moderately serious incident Action: Involve Behaviour Lead; complete incident form on CPOMs; inform parent; carry out appropriate sanction as decided by member of SLT			
One off serious incident Action: Involve DHT/HT immediately; decide on Stage 3/4/5; complete CPOMs incident form; meet with parents; put sanction/s in place			
Involvement of Pastoral Team If a child becomes a concern to you where behaviour may be unexplained/out of character, complete a Pastoral Team referral form. This will be reviewed and appropriate actions will be decided by the team.			

Incidents where loss of Golden Time is not considered appropriate

Sometimes there may be incidents where it is deemed inappropriate for loss of Golden Time to be used as a sanction. In certain circumstances the school may believe that the behaviour exhibited requires a more immediate sanction to emphasise that such behaviour is considered unacceptable.

Such sanctions may include:

- Loss of break time/ lunch time;
- Time out in another class to enable time to reflect on actions or allow a situation to calm down;
- Be spoken to by a senior member of staff, which may be the Headteacher;
- Phone call home to inform parents/ carers of the situation;
- Loss of other privileges such as responsibilities, activities in school, extra-curricular clubs or events, or trips and visits in extreme or persistent cases;

One off serious misdemeanours

Such behaviour may include but is not limited to:

Stealing; racism; bullying; aggressive/ abusive behaviour including verbal, or swearing towards staff; serious aggression to others; smoking; attacking staff; throwing furniture;

This may include behaviour which takes place outside school but could impact significantly on in-school relationships or the reputation of the school (see below).

Behaviour at this level will warrant immediate involvement of the Headteacher who will inform parents immediately by telephone.

A record on CPOMs will be kept of such incidents and follow up actions.

Depending on the severity of the incident a fixed term or permanent exclusion may be implemented immediately.

Continual serious breaches of behaviour or individual incidents including bringing knives or weapons, drugs or pornographic material will result in permanent exclusion from school.

It may be necessary to involve outside agencies at any stage to seek advice and assist in managing the child's behaviour.

Screening and searching policy

Please see Ridgeway Primary School 'Screening and Searching Policy '

Pupil's conduct outside the school gates

Although the school does not routinely become involved in events which take place off the school premises, there are occasions where this is appropriate. The Education and Inspections Act 2006 Section 89(5) gives the Headteacher a specific statutory power to discipline pupils for misbehaviour outside of the school premises; ***"to such extent as is reasonable"***.

A pupil may be disciplined for any misbehaviour outside the school premises when the pupil is:

- Taking part in any school organised activity or school related event or;
- Travelling to or from school or;
- Wearing the school uniform or;
- Is in some way identifiable as a pupil of the school;

Or a pupil may be disciplined for misbehaviour at any time off school premises, whether or not the conditions above apply, that is felt it could:

- Have repercussions for the orderly running of the school and impact on in-school relationships or could;
- Pose a threat to another pupil, member of staff or members of the public or could;
- Adversely affect the reputation of the school;

This would include all non-criminal bad behaviour and bullying which occurs anywhere off the school premises, including incidents where mobile technology or social network sites such as 'Facebook' are used to post abusive, threatening or hurtful comments about another member of the school community (pupils or adults), or the school in general, which is witnessed by a staff member or reported to the school by a parent or member of the public. Any such incidents will be dealt with, and sanctions issued, in line with this Behaviour Policy, including in some circumstances the possibility of exclusion.

All criminal bad behaviour will be reported to, and dealt with by the Police.

The power to make reasonable force or make other physical contact –

Please refer to DFE document 'Use of reasonable force' - Advice for Headteachers, staff and governing bodies July 2013

Pastoral care for school staff accused of misconduct – Please refer to Ridgeway Primary School's Policy 'Managing Allegations of abuse against Staff'

When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

When disruptive behaviour is continuous and the rewards and sanctions listed above fail to have a positive impact then this information should be passed to the known Designated or Deputy Designated Safeguarding Leads without delay. This should be done in accordance with Reporting and recording procedures. The safeguarding lead will consider if a Multi-agency assessment would be appropriate.

Peer on peer policy

All school staff are aware safeguarding issues can manifest themselves via peer on peer abuse this is most likely to include but not limited to bullying including cyber bullying, gender based violence, sexual assaults and sexting further guidance on peer on peer abuse can be found in Ridgeway's safeguarding policy and procedures .

SMSC Statement

At Ridgeway Primary School we recognise that SMSC development is central to the education of all pupils and therefore it is taught and reflected in all areas of the curriculum and through all aspects of school life.

Prevent Statement & British Values

At Ridgeway Primary School we aim to prepare our students to become good citizens of the future. Through our curriculum we teach pupils British Values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views, whatever the source. We have adopted the principles and advice found in 'Keeping Children Safe in Education 2015' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism.

Links with other policies

This document should also be considered within the context of other policies/Documents;

Key documents are:

Anti-Bullying policies

Managing Allegations against Staff policy

E-Safety Policy

Child Protection Policy

Use of Mobile Phones and Cameras policy

Preventing extremism and Radicalisation Policy

Screening and searching policy

DFE document 'Use of reasonable force'

RPI Policy

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Document History

25 th April 2008	Adopted at Governing Body meeting 18 th June 2008
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April 2016	To be presented to Behaviour & Safety Committee Summer term 2016 for adoption (22 nd June 2016)
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September 2019	Updated the Behaviour Flow Chart