



RIDDINGS JUNIOR SCHOOL

Behaviour Policy

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Date Reviewed / Adopted	Minute No.	Amendments Made	Next Review Date
October 2014			September 2016
September 2016			September 2017
September 2017			September 2018
September 2018			January 2021
January 2021			January 2024
January 2024		Wording changed from exclusion to suspension	January 2027

It is intended that this policy should be read with regard to the following related policies:

- Learning and Teaching
- Safeguarding
- Physical Intervention
- Anti-Bullying

Aims and Expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and as an individual. We are a caring community, whose values are built on mutual respect for all and trust. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of school non-negotiables, but the primary aim of the behaviour policy is to provide a means of promoting good relationships so that people can work together with the common purpose of enabling everyone to learn. (This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way).
- 1.3 The school expects every member of the school community to behave in an appropriate and considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to learn and grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.
- 1.6 The school recognises good behaviour, as it believes that this will develop an ethos of support and co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

2 The Riddings Way

We promote good behaviour by using positive behaviour management strategies. This approach is based on assertive discipline techniques, supported by the use of positive language and a routine of consistency. The use of positive feedback is fundamental to our approach.

3 School Pride

We use PRIDE as the driver for positive behaviour within school – poor choices that lead to pupils not showing Progress, Respect, Independence and Excellence are challenged.

4 Rewards and Sanctions

4.1 We praise and reward children for good behaviour in a variety of ways

- Verbal praise
- Team points/stickers/messages
- Gaining PRIDE recognition.

The Riddings PRIDE Learner system aims to recognise children who demonstrate positive behaviour for learning and act with consideration for themselves, others and their school. After meeting the expectations for being a positive learner in each of the PRIDE areas on 5 occasions a child may be recognised as being a Bronze PRIDE learner. Silver and Gold status require children to do even more to show that they are positive learners.

PROGRESS through

RESPECT

INDEPENDENCE

DETERMINATION

EXCELLENCE

Other recognition comes in the form of

- Being a child of PRIDE in the Friday celebration assembly
- Team points
- Whole class rewards
- Being recognised as a Riddings Learner
- Referral to LT
- Referral to the Headteacher
- Letter home

4.2 Each classroom operates Consequence Steps – a system of warnings that follow poor choices made by children. This allows the child to ‘put it right’. However if poor choices continue to be made regarding their behaviours for learning then ultimately the child will be removed, for a short period of time, from the learning environment.

4.3 The school employs a number of additional strategies to support our journey of PRIDE and to ensure a safe and positive learning environment. Staff use the strategy which most appropriately addresses the behaviour.

Strategies include, but are not limited to:

- Being moved to sit near the teacher or to sit on their own
- Being asked to re-do a task which has been done poorly
- Having break/lunchtime restricted
- Being sent to work in another classroom – red slip
- Parents/carers being informed of persistent poor behaviour or a serious incident
- Regular incidents of poor behaviour result in a referral to the Phase Leader and then Headteacher
- Removal of Riddings PRIDE recognition

5 Challenging / Extreme Behaviour

- 5.1 On rare occasions when behaviour is not managed by the above means the class teacher must inform the Deputy Headteacher / Headteacher. Steps that might be taken include;
- Learning in isolation from the normal class base for an agreed period of time.
 - Being placed on monitoring report
 - Removal of break/lunchtime free time for an extended period
 - Temporary suspension
- 5.2 Following liaison with parents/carers an individual behaviour programme might be agreed on. Strategies and interventions will be shared with relevant staff, including supply teachers, so that all staff can confidently and consistently support the child in meeting these targets.

6 Bullying

Bullying is defined by the school as **“Behaviour by an individual or group, usually repeated over time, that is planned to intentionally hurts another individual or group either physically or emotionally”**.

The school does not tolerate bullying. If we discover that an act of bullying or intimidation has taken place, we always take action to stop further occurrences of such behaviour. Whilst we accept that it is difficult to eradicate bullying, particularly when it exists in cyber-space, we aim to do everything in our power to ensure that all children attend school free from fear. Regular online safety assemblies are led by Senior staff and these are followed up in classroom lessons.

We speak regularly with the children about the difference between falling out and bullying. This does not mean that we take isolated incidents of deliberate meanness any less seriously. The children are actively encouraged to talk to staff about anything that upsets them so that staff can respond.

7 The Role Of Staff

- 7.1 It is the responsibility of the staff to ensure that the school expectations of PRIDE are reinforced in the school and especially that the children they work directly with strive to demonstrate positive behaviours for learning.
- 7.2 Classroom staff will discuss PRIDE and expectations with their class. PRIDE charts and pencils will be highly visible. In addition each class will have the consequence ladder clearly visible in their classroom.
- 7.3 All staff must have very high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability. Each child should be managed according to their needs and PRIDE modelled by staff.
- 7.4 In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher should seek support and guidance from Year partner, colleagues, Phase Leader, the Inclusion Lead and the Leadership Team.
- 7.5 When appropriate it is the responsibility of the class teacher and key staff to liaise with external agencies in order to support the progress of each child.

- 7.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the behaviour or the welfare of a child, after first discussing this with the Deputy Head/Headteacher.

8 The Role Of The Headteacher

- 8.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 8.2 The Headteacher supports staff by implementing the policy, by setting the expectations of behaviour, and through supporting staff in the implementation of the policy.
- 8.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 8.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious one-off incidents, the Headteacher may permanently exclude a child. Each of these actions are only taken following the notification of school Governors.

9 The Role Of Parents/Carers

- 9.1 The school aims to work collaboratively with parents/carers, so that children receive consistent messages about how to behave at home and at school.
- 9.2 We make the school expectations very clear in the school prospectus, and we expect parents/carers to support us in implementing them.
- 9.3 We expect parents/carers to support their child's behaviour for learning and co-operate with the school. We aim to build a supportive dialogue between home and school and we inform parents/carers if we have growing concerns about their child's welfare of behaviour.
- 9.4 If the school has to use considered sanctions to make it clear to a child that certain choices are unacceptable, we expect parents/carers to support the actions of the school. If parents have a concern about this they should initially contact the class teacher. If the concern remains, they may contact the Headteacher and then school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process is available.

10 The Role Of Governors

- 10.1 The Governing Body has the responsibility of setting down these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- 10.2 The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must consider this when making decisions about matters of behaviour.

11 Fixed-Term Suspension And Permanent Exclusions

- 11.1 Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if, after further investigation, it is deemed that the circumstances warrant this.
- 11.2 If the Headteacher suspends a pupil, the parents will be informed immediately and provided with reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. Information regarding such an appeal is provided by the school.
- 11.3 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- 11.4 The Governing Body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.
- 11.5 The Governing Body forms a discipline committee (made up of between three and five members) to consider any suspension appeals on behalf of the governors.
- 11.6 When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 11.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

12 Monitoring

- 12.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher monitors minor classroom incidents. The Headteacher records incident where a child is removed from lessons on account of poor behaviour for learning. A record of incidents that are regarded as serious that occur at break / lunchtimes is kept via MyConcern. Mid-day supervisors are asked to provide written details of any incident.
- 12.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 12.4 It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

13 Data Protection

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.