

RIVINGTON PRIMARY SCHOOL

Behaviour and Discipline Policy



*We invite you to come on an exciting learning journey.
Discover, create, invent, explore. Join the adventure*

March 2014

At Rivington Primary we aim to provide all pupils with the opportunity to learn in a safe and secure environment. In order to achieve the best possible outcomes for our children excellent behaviour for learning is expected in all classrooms.

All children are encouraged to learn how to make good relationships and resolve conflicts in a sensible and positive manner. As they grow older it is expected that they will take greater responsibility for managing their own learning and behaviour. Throughout the school a shared sense of ownership is promoted through children's input into school and class rules.

We aim to promote a positive atmosphere where praise and encouragement are vital to success.

The promotion of excellent behaviour at Rivington is the responsibility for all the school family:

- children
- teaching staff
- support staff
- office and administrative staff
- cleaning and caretaking staff
- midday supervisors
- students, volunteers
- parent-helpers

All adults will be treated with respect and are expected to encourage the children to follow the school rules and challenge any inappropriate behaviour.

It is the responsibility of every adult in school to encourage the children's learning in this area by praising the best examples and intervening and correcting any behaviour that is less than good. It is also important for adults to model the behaviour they expect from the children.

Parents are encouraged to support and reinforce our positive behaviour policy.

Although many external rewards are used especially with younger children and children with challenging behaviour, the aim is to

encourage intrinsic good behaviour with children understanding the benefits of behaving well both for themselves and their community.

Children are encouraged to:

- write own class rules
- work together to solve problems
- help younger children ~ bully busters
 pupil mentoring
 activity leaders
- use circle time to aid conflict resolution
- emphasis on 'putting right' or learning from mistakes
- direct teaching of skills

REWARDS

The staff at Rivington will recognise the children's efforts in some of the following ways:

▶ Giving verbal praise: The staff may congratulate the children with a simple 'well done' and explain why they are pleased.

▶ Give written praise: As a more permanent way of rewarding the children for good work staff may comment in the children's books/work, saying why they are pleased or give them a note to go home.

▶ Stickers may be given: For a particularly good piece of work or citizenship the children may be given a sticker either from the class teacher or the head teacher. The midday supervisors give out stickers for lunchtime behaviour.

▶ House Points: The children are divided into four houses and points can be given to the children for good work, trying hard, good manners, and being helpful or polite.

The children design their own chart in the hall to record the winning house.

▶ Merit Badges: Each Friday afternoon an awards assembly is held where two children from each class are presented with a school merit badge for working hard or trying hard all week.

▶ Rewards chosen or specific to an individual class. In some classes special treats may be agreed with the children e.g. a special trip or extra playtime as a reward. Innovative and creative methods of inspiring good behaviour are also tried e.g. fill the bucket etc. The Proud Trophy.

▶ Computer generated points e.g. Dojo

All classes and children are different so some things maybe more appropriate for certain groups. Engaging the children in the decision making is promoted.

Golden Time ~ Key stage 1
Enrichment Activities ~ Key stage 2

Star of the Day ~ operates in some classes.

CONSEQUENCES

If pupils do not work, or behave, as they should and therefore disrupt others they will face the consequences:

- A non-verbal warning (e.g. warning look, shake of the head)
- A verbal warning
- If the pupil is disturbing others, they may be moved to another area of the room
- Completion of work at playtimes or treat times.
- Writing/making a sorry card or letter
- Discussion with classroom assistant/class teacher about the problem
- Restorative Justice may be used when appropriate

- Loss of privileges or rewards (see above) * e.g. Missing golden time or enrichment activities
- Staying in at play time (playtime/lunchtime detentions) *

- Informal chat with parent*
- Discussion with the Head Teacher/Deputy concerning the problem **
- Formal discussion with parent concerning the child's behaviour **
- Formal time out in another class with teacher's agreement **
- Regular reporting to a senior member of staff **
- In extreme cases exclusion (see below)

USE OF WRITING

As a school we try to promote positive attitudes to written tasks and inspire our children to write well. Although sometimes a consequence may contain a written element (e.g. writing a letter of apology, or an account of an incident) care should be taken not to turn writing into a punishment. We therefore do not use the writing of lines or any writing where the writing itself could be seen as a punishment.

As we try to give children the opportunity to put their mistakes right and restore relationships 'community service consequences can be useful in achieving this. Care needs to be taken that this is seen as helping the school community rather than punishment for example the litter pickers have an important responsible job in our school so to pick up litter as a punishment may change the way this is viewed. It would, however, be a suitable restorative action for a child dropping litter or destroying school property.

Corporal punishment is illegal in all circumstances.

Recording of incidents

Behaviour incidents causing concern, serious incidents or low level disruptive behaviour will be recorded in class and school behaviour logs (as a guide * class logs ** school logs).

Incidents of bullying or hate crime must be recorded using official logs and forms.

HOUSE POINTS

The children at Rivington came up with the following list of reasons for gaining house points, which the class teacher will keep a record of. They will be collected up and totalled each Friday by the House Captains.

- Good work
- Full marks for their work
- Winning trophies/certificate/badges outside school
- Being polite
- Bringing in relevant information
- Being tidy/uniform/work/classroom/cloakroom
- Working quietly
- Sticking to the task in hand
- Getting a sticker from the Head Teacher
- Helping others (children/teachers/cleaners etc.)
- Representing the school
- Star on star chart
- Overcoming a difficulty
- Being honest
- Setting a good example

1 house point for good work or behaviour

2 house points for outstanding work or behaviour

3 house points rarely given for exceptional achievement.

ATTENDANCE AWARDS

As an integral part of our positive discipline policy at Rivington we reward not only good behaviour and work but also good attendance both individually and as a class.

During the weekly Achievement Assembly the class that has achieved the highest percentage of attendance for that week will be recognised and hold the attendance trophy for the following week. In the event of a tie the relevant classes will share the trophy.

At the end of each term and at the end of the academic year any child who has gained 100% attendance for the year will receive a prize for outstanding attendance.

We hope that the attendance awards will encourage an even higher standard of attendance than we already enjoy at Rivington.

Children with challenging behaviour

Some of our children have particularly challenging behaviour and the strategy deployed to deal with this will take into account:-

- Advice from professionals
- Any special needs
- Strategies that suit the child
- Any safety concerns
- Parental comments/concerns

Strategies may include:-

- Behaviour book
- Individual sticker/record systems
- Points
- Reward given at home
- Specific agreed award
- Sanction given at home
- One/one counselling
- Settling time in the morning
- Distraction activities
- Peer mentoring/support
- Small group circle time
- Nurture Group
- Referral to a BEST group
- A joint agency meeting
- Writing of an Individual Behaviour Plan (IBP)
- Referral to specialist Behaviour Unit

Exclusion

Many of our children with challenging behaviour have poor self-esteem and exclusion as a method of dealing with this is counter-productive. It would only be used as a last resort and if the child

was causing significant harm to others (including disruption of work).

We have on occasion operated internal exclusion when a child has not been allowed in or near other children for a day. We are fortunate to have access to the exclusion unit at Cowley Language. If exclusion was felt to be necessary a reintegration programme would be discussed with parents.

At Rivington Primary School we take great care to ensure your child is happy and safe. If any incidents do occur there are systems in place to deal with these efficiently and effectively.

Playtimes

In the same way as children can get hurt playing at home, at play times, accidents can occur as children fall during games or bump into each other. These incidents are dealt with, and as they form part of every day play, parents would not be informed unless an injury occurs.

Occasionally children can receive an injury as games become too rough. In this case, the adults on duty intervene, stop the game, and talk to the children about more suitable activities. Again parents are informed of any injuries.

Some children can get so involved in a game and can lose their temper. Here adults intervene immediately, children are placed for time out at particular points on the playground and miss part of their playtime as a consequence. Following time out their behaviour is discussed and children are supervised in apologising and making friends. Their future behaviour is monitored to ensure it does not happen again. Persistent unacceptable behaviour results in children missing their playtimes.

Persistent verbal and physical intimidation is not tolerated. As soon as staff are informed, action is taken immediately. This involves all staff working with the children being informed and monitoring the children throughout the day, including break and lunchtimes. The class teacher would investigate and follow up any allegations. Reports are made to the Head Teacher and parents to inform of action taken and subsequent results.

Any complaints about bullying are always logged.

Children can have difficulty understanding the difference between bullying and accidental, or one off incidents. There is a significant difference and staff and parents need to make this clear.

Class teachers are informed of any incidents at the end of each playtime. Parents are informed if their child has been injured or has injured others.

Our school community consists of many different personalities. Some children find playtime challenging because they are shy or find it hard to make friends. The adults on duty always keep a look out for children on their own and encourage others to play with them, help them to find others and to ask if they can play, make sure they have a 'buddy' or make up games with a whole group to include a shy child. Class teachers are kept fully informed.

As in all schools we have children with a variety of special educational needs. Each type of special need has a special approach and consequences for these children may be different.

Emotional and Behavioural Difficulties

Children experiencing these problems have individual behaviour programmes. Their rewards and sanctions may be different. Sometimes their sanctions can be carried out at home.

Autism

Children with autism can find playtimes overwhelming at times. Adults enable them to join in with games and provide someone to talk to if they are feeling anxious.

Physical Difficulties

Children with physical difficulties are closely supervised at playtimes allow them to enjoy playing safely with their friends.

We have provided many activities at playtimes to make our playtimes exciting, enjoyable and safe for our pupils. These include;

- a pergola/seating area for chatting, reading and quiet pursuits
- the School Council consulted the children and purchased large games, such as, Connect 4, Noughts and crosses
- activity leaders who are trained and devise games for groups of children to play
- buddies, who show children how to co-operate with others and make friends
- an adventure playground, used by 1 class at a time
- additional adults on playground to support children with special educational needs

Hate Related Incidents

The school will not tolerate any bullying including racist bullying, homophobic bullying, and bullying related to gender, disability and religion. Again incidents will be investigated fully, older children will be asked to give statements if appropriate. Children will then be educated as to why this kind of behaviour is not acceptable. If behaviour persists or was serious/deliberate, parents will be informed and action taken. Complaints will be registered in class logs and reported to the Head Teacher who will then report termly in the Governing Body Report.

It is important that staff actively seek information from the children in order to uncover any name calling or bullying.

Supervision

We are working towards the children being well behaved so that they don't constantly need monitoring but in order to get to this point, especially with the younger children it is important that children are carefully supervised whilst working in class, moving about the school, sitting in assembly etc. Again it is the duty of every staff member to ensure they are in the correct place to receive children or to dismiss them in an orderly way.

As the children move up the school and children are encouraged to be independent and take more responsibility for their behaviour supervision may on occasion be more remote. E.g. older children may be sent on a job around school. Again it is the responsibility of everyone to correct any lapses in behaviour and an adult must know where the children are at all times.

Confiscation of inappropriate Items

Children are only allowed to bring in toys/items of interest from home with the permission of the class teacher. Any item discovered in school without permission will be confiscated and returned at the end of the day to the child or the parent depending on what is considered appropriate.

Members of staff have the power to search for 'prohibited items' (listed in the government guidance) and the guidance will be followed regarding what to do if a dangerous or illegal item is discovered. Staff can also search for stolen items.



Aims of the School

At Rivington School our aim is to help every single person do their very best.

We try and encourage our friends to listen, learn and work their hardest

We try to prepare everyone for the future, and give them the chance to be who they want to be.

Here at Rivington we're trying to make school days as enjoyable as possible.

Our aim is to make people welcome and to learn new and different things to make us kind and more clever.

We should help children fulfil their dreams

Our school is good, because:

Children are kind to you

Visitors are welcome

There is no litter on the floor

We've got 'Bully Busters' to stop bullying

Teachers work hard

We have got lots of clubs

We try to make people happy when they are here

Children have a lot of choices

We help to make people happy when they are here

We help people every step of the way

We treasure our children and we want parents and children to remember our school

In (insert Year) we have decided

Insert Class Rules

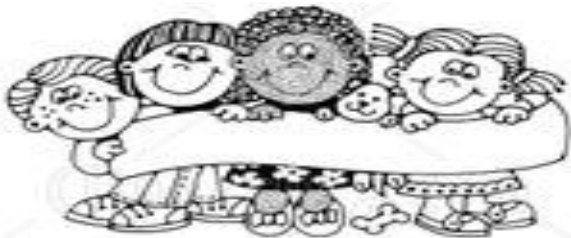


Our class teacher is

Our class helpers are...

Our Midday Supervisor is ...

Our Bully busters are.....



We decided on 5 main rules for around our school and have given some examples of what they mean

Show respect for myself by working hard, behaving well and doing my best.

Wear school uniform

Eat healthy things

Look after my property

We keep our toys and phones at home

Show respect for others, their feelings, beliefs and property

Listen to others

Don't blame other people

We help our friends to stay out of trouble

We don't swear, fight or hit anyone

We don't call people names

Be polite, well-mannered and kind

Say kind things to others and don't say nasty things

Open doors without being asked

Try not to lie to teachers, tell the truth

Say please and thank you

We welcome visitors

Behave safely and sensibly

Walk sensibly around school, do not run inside

Be sensible on the adventure playground

Stay inside the gates

Stay of the banks

Only wear ear-rings at home

Look after the environment

We put rubbish in the bin so there is no litter on the floor

Take care of trees

We do not throw food

Be a part of our outstanding school!

Sometimes people in school fall out.

Sometimes people behave in a way which is not kind. At first you may ignore it but if something is worrying you or someone continues to upset you we call it bullying.

Everyone in our school has agreed that bullying is wrong and we will work together to stop it.

What to do if you are being bullied

Tell someone in school

Any adult in school

Your teacher

Midday supervisor

Support teachers

Bully Busters

Your friends

At home

Your Mum and Dad

Your Grandma or Granddad

If you find it difficult to tell

You can have an older child to help

You can have a little group of friends to help you

What people will do

Find out what is going on

Listen to everyone

Explain why people are upset

Write down what has happened

Tell the bullies to stop

How we put things right

We may do some of these things

Have a class talk so everyone can say how they feel

Say sorry and make up

Teachers may watch you on the playground to make sure you are safe

When we have agreed that bullying has occurred and the bully does not stop there will be consequences

Their parents will be told

They may be sent to see Miss Chalk

They may miss treats in school e.g.

Enrichment (KS2), Golden time (KS1)

School will keep a record of everything that has happened

They have a report book that Miss Chalk and their parents will see

If you feel that someone has not listened to you properly and you are still worried, talk to your class teacher or to Miss Chalk