

## Ranvilles Infant School

### Positive Behaviour Policy

**Updated:** September 2018

**Review Date:** September 2019

#### **Quotation from OFSTED**

'A behaviour policy is to develop self-esteem, self-discipline and adhere to a high standard of behaviour which contributes to effective learning.'

#### **Aims and Values**

Our overall aim is to produce a happy environment for everyone to develop as valued and responsible members of the community.

1. We aim to encourage a mutual respect between adults and children.
2. We encourage an open door policy where pupils, staff and parents feel valued members of the school community.
3. Children's learning is well planned, relevant and matched to their ability. They are encouraged to do their best at all times.
4. Expectations should be clear, consistent and understood.
5. Everyone should feel a sense of worth, purpose and achievement.
6. We aim to be fair at all times and to consider individual needs.
7. We aim to have a caring attitude towards one another.
8. We aim to diffuse all potentially disruptive situations.
9. We expect a high standard of behaviour at all times.
10. We aim to develop self-discipline.

The positive behaviour policy applies to everyone on the school premises including staff, parents, visitors and children.

#### **A Rights Respecting School**

Each teacher draws up with his or her class a charter for the classroom. This should be displayed in each classroom and reflected on from time to time as necessary.

A code of conduct for the playground is drawn up by the Headteacher and children and reviewed as necessary. There is also a lunchtime charter which is discussed with the children annually in an assembly in the Autumn term.

We have been recognised by UNICEF as a Rights Respecting School and have been awarded a level 2 of the RRS award. This means that the pupils know their rights but also respect the rights of other pupils and adults and work towards adhering to the class and lunchtime charters. The children learn to be responsible for their own actions and understand the consequences for both good and unacceptable behaviour.

### **Positive Behaviour**

Positive behaviour is praised and rewarded at Ranvilles Infant School and this helps develop self-esteem. Our positive behavior charts are linked to our Centre or Ethos Values displayed outside the school building and in each class. The values are discussed at the beginning of each year with the children with ideas of what they need to do to get their name or picture on the different values of **Community, Equality, Nurture, Respect and Excellence.**

Year R start on the happy face and if they achieve two values get a sticker.

Year One receive stamps on a card for each value and move up to a sun if they achieve two in a single day.

Year Two try to get onto as many value circles as possible during the day.

During Well Done Assembly selected children are rewarded each week for their positive behaviour and achievements and this is celebrated with parents. This system is consistent as well as progress across the school therefore.

Each teacher also has a reward system for the whole class. This could be collecting marbles in a jar. When their goal has been achieved there is a class reward which the children all agree on.

Parent partnership is a key part of our behaviour policy. Parents will be informed of behaviour incidents and are expected to follow up incidents at home.

The lunch-time staff encourage good behavior by referring to the lunchtime charter and also giving out stickers and leaves for the class room tree. Each week the class with the most leaves receives the lunchtime bear at our Well Done assembly. At the end of each term five children from each class who have received the most individual stickers receive a class treat from the lunchtime staff.

### **Individual Learning Plans (ILP's)**

Some children may have an individual learning plan (ILP) with targets on that support the child's behavior. The class teacher and possibly the

SENCO/inclusion manager will discuss these with parents at parents meetings or as necessary. It will be expected that parents will support the school with these targets both at school and home and may be asked to help develop the targets for their child.

### **Unacceptable Behaviour**

It is the policy of this school that all pupils will work towards self discipline and become responsible for their own actions. It may be necessary in certain instances to use restrictive physical intervention to deal with unacceptable behaviour. We use physical intervention within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible (see Physical Intervention policy for examples of when reasonable force may be used). The next step, after contacting parents, if unacceptable behaviour persists, especially violence towards anyone, then the pupil may be excluded. This is a last resort but is in the interests of keeping staff and pupils safe. (see exclusion guidelines).

Parents are expected to support and adhere to our behaviour policy.

Parents will also be made aware and informed about any behaviour issues arising with a child.

### **Making our policy fair**

Achievements rewarded are realistic for the individual child. Every effort is made to be fair regarding age, sex, and race.

The school's RE, PSHE, and Equality policies all address the culturally diverse nature of our society.

The school treats each child fairly and according to their needs.

### **Staff Support**

The staff are supported by the Headteacher, Governors and each other.

### **Exclusions (see also County guidelines on exclusions)**

Disciplinary procedures are for the benefit of the rest of the school.

Fixed Term Exclusion is an extreme option when the safety of others is continually endangered by physical assault and/or the education of the other

children is continually disrupted. Verbal abuse towards staff is unacceptable and also threatening behaviour towards pupils and staff.

Exclusion within school may also lead to fixed term exclusion.

Permanent Exclusion (in accordance with the DFE guidelines), will result if the child's behaviour does not improve.

Physical violence, bullying, continual theft and arson would all result in exclusion.

### **Bullying**

At Ranvilles Infant school the following **persistent** behaviour is classed as bullying:

1. Name calling
2. Using verbal insults or personal remarks to upset another child
3. Racist remarks
4. Physical assault
5. Deliberate damage to another's belongings
6. Intimidating or threatening another child
7. Blackmail
8. Spreading unkind rumours about others
9. Excluding other children from groups

### **Self-discipline**

Self-discipline is encouraged at all times. Each child must understand the school code of conduct, class and lunchtime charters and the reasons for their existence. They must learn to be responsible for their own actions and be prepared to take the consequences.

### **Review**

This policy was drawn up by the staff and governors of Ranvilles Infant School and will be reviewed regularly.

It is discussed at the pre-school meeting with parents in May.

The Behaviour Policy should be read in conjunction with our Lunchtime Policy.