

# Ruislip Gardens Primary School



## Behaviour Policy

<b>Author</b>	
<b>Date of Last Review</b>	
<b>Date of Next Review</b>	
<b>Reviewed by</b>	

# Behaviour Policy

## Our Vision

At Ruislip Gardens Primary School, we aim to create a calm, ordered environment with high expectations, routines and boundaries based on kindness and respect. Through our core beliefs and lifelong values we believe in providing a safe and nurturing environment where we aim to grow and achieve together. Good behaviour is essential in the safeguarding of all children and in providing high quality learning experiences in a stimulating and supportive environment, where children can develop self-esteem, independence, self-discipline and responsibility.

## Aims

We aim to cultivate in children an acceptance and recognition of responsibility for their own decisions and actions and for their consequences. Through the promotion of positive behaviour, we aim to:

- develop a moral framework within which initiative, responsibility and sound relationships can flourish
- encourage a calm, purposeful and happy environment
- foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- promote an atmosphere of politeness, trust, honesty and fairness within the whole school community
- enable children to develop self-esteem, respect for others, tolerance and compassion
- create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
- make children aware of unacceptable behaviour
- promote a consistent, positive approach to behaviour and discipline throughout the school with parental/carer co-operation and involvement

## Expected Standards of Behaviour

Children are expected to show consideration for others at all times and to adopt a polite manner both towards their peers and towards adults. Every child should be able to work without undue distraction from other children and to live as a member of the school community without fear of mental or physical acts of bullying by other children.

Children are expected to enter and leave their classroom in an orderly manner. When moving around the school, children will be supervised by an adult and adults are expected to have sight of all children when moving from one room to another. Running inside the school building is dangerous and therefore inappropriate.

At Ruislip Gardens Primary School, we believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. All members of the school community have an important role to play in setting a good example to the children.

Positive behaviour is most likely to be achieved when:

- there are clear expectations of appropriate standards of behaviour in class and around school (including on the playground and before and after school)
- staff consistently reward positive behaviour and support the understanding of consequences

- staff emphasise and model positive behaviour choices and their impact on the well-being of others and the quality of learning
- relationships in school are stable and positive
- there is mutual respect between children and peers and between children and adults
- positive steps are taken to raise the self-esteem of the children

In each classroom, there will be a Class Charter that has been devised collaboratively (with the children) to support the Ruislip Gardens values. The class charter should be written with a positive outlook, for example 'We will put our hand up if we want to speak' rather than 'Don't shout out'. Teachers need to consider their own classroom management and routines and share these clearly with children.

### **Roles and Responsibilities**

Ruislip Gardens staff promise to:

- Create a safe, supportive and secure learning environment
- Have high expectations of everyone including themselves
- Plan interactive, engaging and well-resourced lessons
- Encourage and praise positive behaviour
- Listen to children
- Model good manners at all times
- Treat everyone with fairness and respect

Ruislip Gardens expects its children to:

- Respect their peers and adults at all times
- Show good manners and politeness at all times
- Listen to each other and all adults attentively
- Understand the consequences for their actions
- Care for our environment
- Take responsibility for their learning
- Look after their own and others' possessions
- Understand and value differences
- Try their best in all activities
- Move around school in a quiet, orderly fashion
- Be resilient, responsible, respectful and reflective individuals

Ruislip Gardens asks that parents:

- Embrace and endorse a rights respecting attitude with their children
- Support the school with the Behaviour Policy
- Talk to their children about their learning behaviour
- Encourage children to discuss any worries
- Communicate with the school any concerns or issues
- Promote a positive attitude towards learning

Ruislip Gardens expects the Governing Body to:

- Monitor and evaluate how the school manages behaviour
- Ensure that there is a consistent and fair approach to behaviour management used across the school
- Review and update the policy and strategies used regularly with staff

## **Rewards**

A stimulating and engaging learning experience is key to positive behaviour in the classroom. Children respond well to praise, encouragement and feedback. The following rewards are considered good practice in the school:

- Praise – verbal and written
- House Points
- Reward Stickers
- Treasure box rewards
- Shield Points
- Positions of responsibility given to the children eg, class monitors etc
- Opportunities to share learning with other staff or children, for example in Celebration Assembly or sending children to a senior leader to celebrate good work.
- Awards and certificates in Celebration Assemblies
- Individual or Group Prizes – e.g. stationery supplies
- Communication with parents through conversations, notes in the diary and good news notes.

## **Repercussions:**

In most cases where a child behaves inappropriately, it will be sufficient for a member of staff to speak to the child and resolve the matter by reminding them what behaviour is expected or by a gentle verbal warning.

Incidents of inappropriate behaviour should always be addressed promptly. When dealing with issues, staff should always take account of factors including the age of the child and whether or not there is a pattern of this behaviour (occurring previously).

If a child chooses to behave inappropriately, the Ruislip Gardens Behaviour Steps are to be followed (*see appendix 1 and 3*). These will be clearly displayed in all classrooms.

**At Ruislip Gardens Primary School, it is not acceptable for adults to reprimand a child by shouting at them.**

The school has Learning Mentors who work with children who present with behavioural issues. Children are referred to the Learning Mentor team where it is considered there is an ongoing need for behavioural support. Outside agencies may also be involved.

The school reserves the right to internally exclude a child for a period of time depending on the severity of what a child has done. Every child will be given a fresh start each day or at the end of any period of internal exclusion.

Any exclusions will follow the DfE statutory guidance in relation to exclusions.

## **Break Time and Lunchtime Behaviour**

Adults on duty during these times are encouraged to give out house points for children who show good behaviour and adhere to the values of the school. Children will be given a laminated ticket with their name which they can place in their class pot. Lunchtime Supervisors will inform class teachers on their shield points.

At break times and lunchtimes children should conduct themselves in a manner which shows consideration for others and follows the school behaviour policy. Games or activities which are likely to lead to injury or damage to property are inappropriate and should be discouraged.

When children are not following the rules, they are reminded of the Playground rules and given time to reflect, make the right choice and if appropriate apologise.

If they persist with the unacceptable behaviour they will be given a warning. The child is to receive time out in a designated area of the playground to reflect on their behaviour (this shouldn't exceed 10 minutes). They must report to Ms Harling and apologise for their behaviour once the reflection period has ended. The incident needs to be recorded on CPOMS.

If the behaviour continues to be unacceptable the child will be sent to the Senior member of staff on duty which includes the Headteacher, Deputy Headteacher and Assistant Headteachers. For any serious incident the child will be removed from the playground immediately and sent inside to the Deputy or the Head teacher. The parents of the child will be informed by telephone and the incident will be logged on CPOMS.

### **Safety Routines**

#### **Lines**

The teacher should be along the line where most children can be observed. If there is more than one member of staff, spread along the line for maximum supervision. Children are expected to walk on the left, silently.

#### **Playground**

The teacher on duty must be out first. Their class will be seen out by another member of staff.

#### **Dinner Hall Expectations**

SMSAs and staff should encourage children to eat quietly and sensibly using table manners.

#### **Assembly**

Children are to enter and exit the assembly hall in silence. If misbehaving in assembly, then children should be moved to sit next to an adult.

### **Monitoring**

Each class teacher is responsible for standards of behaviour in their class and around the school. The Senior Leadership Team will monitor the standards of behaviour across the school and will report to Governors termly.

At Ruislip Gardens Primary School, we support children to develop respectful attitudes and behaviours. When a child presents unacceptable behaviour, we work to support the child in understanding how their behaviour has affected them and those around them. In these instances, all efforts will be made to assist pupils in learning how to be in control of their own actions and to develop a self-imposed discipline that will enable them to grow into responsible members of the school community.

## Ruislip Gardens Primary School – Behaviour Steps

	Level of Behaviour	Types of Behaviour	Repercussions
<b>Step 1</b>	Low level	Talking/shouting out Distracting others Not following instructions Inappropriate use of resources Poor learning behaviour and attitude to learning	Reminder of the rules with a verbal warning
<b>Step 2</b>	Low level continues	Repetition of the above or deliberate avoidance of learning	Change of seating positions in the classroom
<b>Step 3</b>	Poor behaviour	Repetition of the above Being rude to an adult Lying Refusing to co-operate and arguing	Time out in the classroom (rejoin after 10 minutes of reflection) Pupil to miss some playtime (write an apology letter) Class teacher to contact parent
<b>Step 4</b>	Serious inappropriate behaviour	Repetition of the above Moderate vandalism Moderate name calling/swearing Physical threat or abuse	Time out in another classroom and fill out a reflection sheet. Pupil to miss playtime. Pupils name and behaviour needs to be entered into the CPOMS Step 4 note to be sent home Refer to Phase Leader Refer to Assistant Head
<b>Step 5</b>	Unacceptable/ Extreme behaviour	Violent behaviour towards adults Violent behaviour towards other pupils Vandalism Theft Assault/Fighting Bullying/Threatening Behaviour Racism/Discrimination	Refer to Deputy Head Refer to Head Contact parents via phone call or letter Possible internal exclusion Extreme behaviour results in external inclusion

Steps can be cumulative

# Behaviour Reflections

Name: -----

Date: -----

Consequences of my behaviour

How do I feel?
How has my behaviour affected others?
Other consequence(s)

Description of my behaviour
-----------------------------

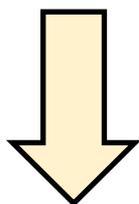
Reasons for my behaviour


Plan for improvement -----  
-----  
-----  
-----

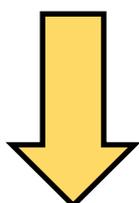
Pupil	-----
Parent	-----
Teacher	-----

# Behaviour Steps

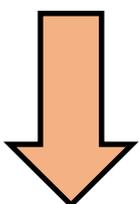
**Step 1** – Child receives a verbal warning



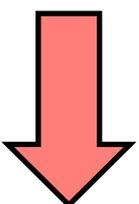
**Step 2** – Change of seating position.



**Step 3** – Time out in class. Child to miss some playtime.  
Class teacher to contact parents.



**Step 4** – Time out in partner class.  
Child fills out Reflection Sheet and misses playtime.  
Referral to Phase Leader/Assistant Head who will contact  
parents.



**Step 5** – Referral to Deputy or Head teacher.