

**RAWCLIFFE BRIDGE PRIMARY SCHOOL**

**BEHAVIOUR POLICY**

**Section One**

1. Introduction
2. Philosophy
3. The nature of a Behaviour Policy
4. Spiritual, moral, social and cultural development
5. Equal Opportunities
6. Special Needs Provision
7. In our School
8. Implementation of the Behaviour Policy
9. Anti-Bullying Policy
10. Race relations Policy

**Section Two**

Appendices

- A. Home school Agreement
- B. School rules
- C. Checklist of action taken by the teacher
- D. Classroom Discipline Plans
- E. Suggestions to help parents of children with challenging behaviour

## The Behaviour Policy

### Introduction

It is necessary to have a policy on behaviour in a school so that parents, pupils and teachers are aware of what acceptable behaviour is and what is not. This policy has been written after consultation with the children and teachers and with regard to analysis of the annual parent questionnaire.

### Philosophy

Education is not only about the gaining of knowledge and the acquiring of essential skills, but also about personal and social development in its fullest sense. By this we mean a child's spiritual, social, moral and cultural development. To fulfil this development it is necessary for a school to have a policy on behaviour. Adults and children should set and be entitled to expect from others, good standards of behaviour, marked by responsibility and respect.

### The Nature of a Behaviour Policy

Pupils can expect the highest standards in the behaviour of school staff and especially good attitudes towards them. They are never exposed to cruelty or discrimination, to victimisation or vindictiveness. They are free from any form of physical or verbal abuse.

School staff are able to operate on the clear understanding that pupils will behave towards them with courtesy and obedience to legitimate rules and commands. Staff should not need to fear physical or verbal assault, disruptive or violent behaviour in or out of the classrooms or blatant disregard of established conventions designed to create good order. If teachers work in a climate of co-operation and good discipline they will offer to their pupils the quality of relationships to which they are also entitled.

Just as important are the standards set for how pupils behave towards each other. The general expectations should be set out in such a way that bullying, vandalism, racial or sexual harassment, ganging up on individuals or anti-social group behaviour leads to decisive action and is shown never to be tolerated.

Difficulties will have to be faced where good relationships have broken down or have never existed. High standards require a concerted commitment from society as a whole. The school cannot work alone in this area and requires a commitment from parents explained in the Home School Agreement. (See Appendix A).

### Spiritual, Moral, Social and Cultural Development

#### Spiritual

All children are allowed the freedom and respect to develop their personal faith and beliefs.

This policy is closely linked to the school's policy for Religious Education.

### **Moral**

All children are taught the difference between right and wrong.

### **Social**

Children are shown the need for a code of behaviour, which is acceptable to all. They are taught acceptable social behaviour. They have an understanding of what happens if you do not follow an acceptable code of behaviour. They are encouraged to understand the need to follow this code outside school.

### **Cultural**

Children have experience of other cultures and through knowledge of them, develop respect for them. They develop an understanding of their own culture heritage.

This policy is closely linked to the school's policy for Personal, Social, Health and Citizenship Education.

### **Equal Opportunities**

All members of our school community are treated equally regardless of sex, age or race. All members of the community have the right to expect this. All children have equal access to all parts of the curriculum so long as their behaviour does not jeopardise their safety or the safety of others. The school recognises the Convention on the Rights of the Child and upholds those rights.

This policy is closely linked to the school's Equal Opportunities Policy.

### **Special Needs Provision**

Children with Special Educational Needs may need an individual education plan in order to address any behaviour difficulties. If a child displays poor behaviour they will initially be helped to modify their behaviour by the class teacher. The teachers have drawn up an action plan (See Appendix C ) to work through, monitoring progress with the child. Children who persistently display a behaviour problem will be spoken to by the Head teacher who will also notify the parents. Notification of parents may be by telephone or letter and will include an invitation to come into school, to inform parents and to elicit help in dealing with the child's problems. Teachers may meet with the parents and make suggestions about how to deal with the problem.(See Appendix E). These children will be assessed with regard to their academic ability. Some children may misbehave because they are under achieving and some may misbehave because they are not challenged enough.

An Individual Education Plan may then be implemented and this would include targets on improving behaviour. Once an I.E.P. has been implemented, the parents will be informed of the set targets. The procedural steps are outlined in the Special Needs Document. It may be necessary to involve outside agencies to help liaise between school and the home or to access services to support the parents.

Children on the SEN register for behaviour will have differentiated targets for good behaviour which will be discussed with staff, child, parents and any relevant outside agencies. The child will be encouraged to take charge of its monitoring and reward sheet in order to understand how to improve their behaviour.

In order to meet the needs of children with poor behaviour caused by disabilities staff should refer to the school's Disability Discrimination Document.

### In Our School

We aim to promote good relationships between home and the school. The home is the primary educator where behaviour is concerned and it is necessary that parents feel important and needed. The school and home must work together and provide the child with the same code of behaviour, which will be acceptable in the larger community.

Parents, teachers and children should be aware that the school promotes the following values:

1. Telling the truth
2. Keeping promises
3. Respecting the rights and property of others
4. Acting with consideration towards others
5. Helping those less fortunate than ourselves
6. Taking personal responsibility for one's actions
7. Self-discipline
8. Co-operation
9. Respecting the feelings of others

The school rejects:

1. Bullying
2. Cheating
3. Deceit
4. Cruelty
5. Irresponsibility
6. Dishonesty
7. Stealing
8. Insolence
9. Violence
10. Swearing
11. Vandalism
12. Defiance
13. Racism

Well-conceived classroom discipline can be unashamedly firm when necessary, albeit within the general atmosphere of warmth and shared purpose. While demanding respect for the dignity of individuals, staff and child alike, such discipline will reject harsh abusive punishment, whether in the form of ridicule, sarcasm or physical violence.

The most effective school discipline is based on respect for the feelings of others. Within this framework children's sense of security and self-respect can grow.

Young children need the experiences of good and bad behaviour. They will inevitably question why things are as they are and will test the boundaries of acceptable behaviour. Children will, however, feel more secure knowing there are boundaries.

Some of the boundaries are set down in our school rules in the school prospectus and Home School Agreement (See Appendix A). All rules have sanctions to ensure that they are observed. These rules provide an early opportunity for pupils to become aware that certain rules are acceptable to a wide range of individuals. As they get older, pupils should come to the understanding of why rules are important and should act upon them from conviction rather than the discomfort of getting into trouble.

### **The implementation of the Behaviour Policy**

#### **Reward and Praise**

The best way to promote the school's behaviour code is to praise and reward those who live by it. With this in mind, this is the first acknowledgement of having shown good behaviour as staff will praise the child or children.

On Mondays the school gathers together to acknowledge children who have worked hard and/or behaved well. They receive a certificate signed by the Head teacher and dated. Children hear about the good examples set by others so they can strive to do the same. In the school we also have a house point system. Points are awarded for good work, good behaviour, good manners, showing consideration etc. Points may also be deducted for inappropriate behaviour or a lack of effort in their work.

Children who receive 10 house points a week have their names read out in the Monday assembly. Children receive a badge to wear for a week to acknowledge this achievement.

Inside the classrooms there is a classroom discipline plan displayed. (See Appendix D). These are written following guidelines set down by the staff and are individualised to suit the age of the children in the class.

Children also receive stickers and these are collected on their "WILF sheet", when a child has collected ten stickers they are allowed to choose a prize. The midday supervisors also have a reward and praise system. Children following the lunchtime rules, which are displayed on the wall in the dining room, are rewarded with a star. When they have ten stars they receive a prize.

#### **Consequences**

When a child is misbehaving he/she will, first of all, receive a warning, this may be done verbally or with a quick look so that the lesson is not interrupted. If the poor behaviour continues then the child will be spoken to by the member of staff and may be asked to spend time out of the classroom/playground in order to think about what they have done and what they should have done. Should the child continue further then the child will be sent to the head teacher who will decide whether or not to inform the parents. For serious offences or reoccurring ones the parents will be informed and invited into school. Plans will be made to support the child in improving their behaviour.

Serious offences such as those listed in what the school rejects, will be investigated following the guidelines for temporary exclusion. Persistence in displaying these behaviours may result in permanent exclusion from the school.

### **Anti-Bullying Policy**

Bullying is a form of cruelty, which is widely practised in many schools; indeed it is a growing problem in today's society. In schools the problem manifests itself in behaviour such as name-calling, jostling, punching, intimidation, extortion and assault. The victims for their part suffer the physical and psychological abuse of their persons, isolation and loneliness, insecurity, anxiety and fear arising from the threatening atmosphere, which surrounds them. It also affects the bully who often is suffering at the hands of another bully elsewhere.

When addressing bullying issues we strive to separate the child from the unwanted behaviour. It must also be recognised that the witnesses of bullying are also suffering. Watching violence and aggression displayed can distress the witness as well as the victim. It is impossible to intimidate and oppress one person without making others also afraid.

We have a responsibility to create a secure and safe environment for pupils.

Our school rejects bullying. All reports are taken seriously and investigated. Parents of victims are notified of what has taken place and parents of bullies are notified and asked to come into school so that strategies can be devised to help their child.

Teachers are vigilant in watching for the signs of bullying. Children are taught strategies for dealing with bullies and bullies are encouraged to write about their actions and to think about the effect they have on others. This work is on going throughout the school year and once a year we hold an Anti-Bullying Week in school where we address the problem quite vigorously.

Bullying has six common features:

- It is deliberate.
- It is repeated over a period of time.
- It is difficult for those being bullied to defend themselves.
- It is difficult for those who bully to learn new social behaviours.
- Those who bully have, and exercise power over others.
- Bullies have learned to bully because they are being bullied elsewhere.

There are three main types of bullying:

- Physical- hitting, kicking, taking belongings
- Verbal- name-calling, insulting, racist and homophobic remarks
- Indirect- spreading nasty stories, excluding from groups

#### **Guidelines**

- All members of the school community have a responsibility to recognise bullying and to take action when they see it happening or hear of it happening.

- All staff should treat any report of bullying seriously and take action. They should investigate the incidents, talking to victims, witnesses and possible suspects. Children will be encouraged to write an explanation of what happened, where it happened, when it happened and to whom it happened.
- All incidents are reported in the Anti-social behaviour book, which is in the staff room.
- Parents and Guardians, of the bully and victim, will be informed of all incidents of bullying.
- Appropriate sanctions will be carried out in line with School's Behaviour Policy.

## **Race Relations Policy**

Rawcliffe Bridge Primary School gives children knowledge of and an insight into, beliefs and values, which enable them to reflect on their experiences in a way, which develops their spiritual, social, moral and cultural awareness. The ethos of the school promotes in children the skills they need in order to become a valued member of society. It contributes to the elimination of racism, sexism and all forms of discrimination. Britain is a multicultural society and children need to understand the concerns and values of people from a variety of backgrounds. The school curriculum gives the children information with which they can make skilled judgements. It prepares children for the opportunities, responsibilities and experiences of adult life.

The school's vision statement and all curriculum policy documents make reference to the social, moral, spiritual and cultural development of all children. The school's Behaviour Policy explains the kind of behaviour, which is expected and the kind of behaviour, which is not tolerated within the school community.

### **School Context**

Rawcliffe Bridge Primary school is located in the village of Rawcliffe Bridge just west of the town of Goole. The area the school serves is not rich in different cultures, being mainly white English. However there are now more Eastern Europeans coming in to the area and it is the school's policy to welcome people from other cultures and to value the contribution they bring to our society.

### **Aims and Values**

Racial discrimination in any form is not tolerated at our school. We actively seek to promote race equality and good race relations by:

Monitoring progress and attainment of all pupil groups

Setting and promoting high expectations of all pupils in their behaviour, and conduct around the school.

Keeping pastoral records on all pupils and recording any significant issues or milestones.

Monitoring the curriculum to ensure it is broad and balanced, that it shows progression and continuity and that it reflects the cultural diversity of our country.

Monitoring the quality of teaching and learning through the observation of lessons, planning and assessment procedures to ensure that teaching positively reflects the range of social and cultural needs of all pupils as far as is practicable.

Fair and consistent application of the LEA admissions criteria

Fair and consistent application of recruitment criteria. There are equal

opportunities for all applicants and the school has full regard for the LEA policy and guidelines on equal opportunities.

Identifying and providing opportunities for the professional development of all staff  
Maintaining and seeking ways to improve the partnership with parents and the local community.

Working positively with the Friends of Rawcliffe Bridge Primary School to actively seek ways to involve parents from all ethnic and cultural backgrounds in school events.

### **Definition of Racial Incident**

You have the right not to be discriminated against on racial grounds. The Race Relations

Act 2000 makes it unlawful to treat a person less favourably than others on racial grounds. These cover grounds of race, colour, nationality (including citizenship), and national or ethnic origin. In practice, most racial discrimination in Britain is against people from ethnic minorities, but people of every background, race, colour and nationality are protected by the law.

The school's Behaviour policy clearly states that the school rejects racism. The school would consider racism to be:

- ❖ Verbal abuse, which referred to the person's race, colour, nationality or faith.
- ❖ Physical abuse against a person because of his/her race, colour, nationality or faith.
- ❖ Unequal opportunity or access to any part of the school's curriculum or environment because of his/her race, colour, nationality or faith.
- ❖ Alleged discrimination in the provision of, failure to provide, a service
- ❖ Racial abuse by staff
- ❖ Racial incidents between staff
- ❖ Bullying with racial motives or undertones
- ❖ Failure to act to prevent abuse when advised that it was coming
- ❖ Complaints about racist graffiti
- ❖ Racial violence or threat of racial violence

A racial incident may also be defined as an incident "regarded as such by the victim or anyone else".

The school will record all incidents of racism between staff, between pupils, between staff and pupils, between parents/guardians and staff and between parents/guardians and pupils. Racial Incidents must be recorded by the person who witnessed the incident or to whom the incident was reported. Investigations must be made and witnesses, victims and suspects will be asked to write statements of the incidents.

### **Leadership, Management and Governance**

Our school is committed to:

Being proactive in promoting racial equality and good race relations and tackling racial discrimination at all levels in which it may occur.

Encouraging, supporting and enabling all pupils and staff to reach their potential

Working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination  
Ensuring the policy is followed.

### **Responsibilities**

#### **The Governing Body will:**

Ensure that the school complies with the Race Relations legislation

Ensure that the policy and its related procedures and strategies are implemented

#### **The Head teacher will:**

- Implement the policy and its related procedures and strategies
- Ensure that all staff is aware of their responsibilities and are given appropriate training and support
- Take appropriate action in any cases of racial discrimination
- Notify the admin officer of any racial incidents and these will be logged with the Local Authority

#### **All Staff will:**

- Deal with racist incidents and know how to identify and challenge racial bias and stereotyping
- Promote racial equality and good race relations and not discriminate on racial grounds

#### **People with Specific responsibilities**

- The Head teacher, in conjunction with the Senior Teacher and a school governor is responsible for coordinating racial equality work
- The Head teacher or Senior Teacher is responsible for dealing with reported incidents of racism or racial harassment

#### **Visitors and contractors**

- Will be made aware of and comply with the school's race equality policy

#### **Breaches of the Policy**

##### **Pupils**

- If pupils do not comply with the race policy:
- A member of the Senior Management Team will speak with the pupil about their behaviour and attitude and outline the expectations for all pupils and staff at the school.
- Appropriate sanctions will be set that are in line with the behaviour policy
- The parents of the pupil will be informed about their behaviour or attitude of the pupil.
- If necessary, a meeting will be held between the parents, pupil and the Head teacher to discuss the incident and any further action required.
- **Staff**
- If staff do not comply with the race policy
- The Head teacher will speak with them. The Head teacher will reinforce the policy and set out clear expectations of staff.
- Staff may be required to attend appropriate training

Date: June 2008

Date of Review: June 2010

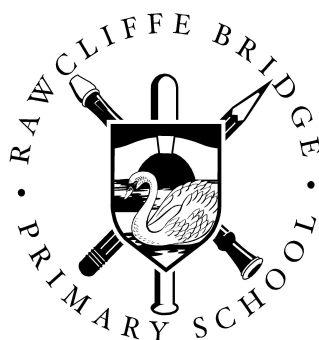
Signed:

Appendix A

**RAWCLIFFE BRIDGE**

Home-School Partnership

**PRIMARY SCHOOL**



Providing a firm foundation for life in tomorrow's world.

Rawcliffe Bridge Primary School

**The School Body undertake to:**

- care for your child's safety
- ensure that your child achieves his/her full potential, as a valued member of the school community
- provide a balanced curriculum and meet the individual needs of your child
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- keep you informed about general school matters and about your child's progress in particular
- be open and welcoming at all times and offer the opportunity for you to become involved in the daily life of the school

Signatures: ----- Headteacher

----- Chair of Governors



Child's name ----- Class

**The Parents/Guardians**

**As the parents/guardians, we will undertake to:**

- see that my/our child goes to school regularly arrives on time and properly equipped and arrange for my/our child to be collected promptly at the end of the school day
- let the school know about any concerns or problems that might effect my/our child's work or behaviour
- support the school's policies and guidelines for behaviour
- support my/our child in homework and other opportunities for home learning
- attend parents' evenings and discussions about my/our child's progress
- get to know about my/our child's life at school

Signature(s)-----

**The Child**

**I promise to:**

- work hard
- behave well
- be polite, kind and helpful to everyone
- behave well
- look after the things I use

Signed-----

## Appendix B

### School Rules for Children

All children should be punctual and arrive in school clean and suitably dressed. School colours are grey, navy, blue and white. Long hair should be fastened or tied back.

Children should always be polite and considerate to everyone and take special care of those younger than themselves.

Jewellery is not appropriate in school and may not be worn during P.E, games and swimming lessons. No responsibility can be taken for lost or damaged items.

Every child is expected to work hard and take advantage of all the opportunities the school offers.

Sensible behaviour is expected. Children are asked to walk quietly through the school.

Children are expected to take care of the school building and school property including that borrowed from school for use at home. A charge will be made for lost or wilfully damaged books or equipment or wilful damage to the building.

For obvious safety reasons, children are not allowed to climb on the walls, fences or railings around school.

Clothing should be named. All money should be kept in a purse that can be kept on the person e.g. shoulder or neck purse or purse fastened to a belt.

Children who have been absent should bring a letter on their return explaining their absence, or a telephone call should be made to the office.

Before each school session and at the end of break times when the bell goes, children are expected to stand still in the playground and listen to the instructions of the teachers on duty.

Appendix C

Name..... Class.....

**A CHECKLIST OF ACTION TO BE TAKEN BY THE TEACHER**

1	Check whether the pupil is well	
2	Discuss reasons for the pupil's behaviour with him/her	
3	Check the pupils records	
4	Discuss action with other member (s) of staff	
5	Question any changes in the pupil's circumstances	
6	Check the appropriateness of the work set to the pupil's ability	
7	Alter the seating arrangement	
8	Reorganise the way in which the group is taught	
9	Increase friendly contacts with the pupil	
10	Notice the pupil more frequently	
11	Praise desirable behaviour	
12	Praise small improvements in work	
13	Negotiate a plan with the pupil for gradual, steady improvement in behaviour/work	
14	Help the pupil with self organisation/study skills	
15	Give an explanation to the group/class of the pupil's difficulty	
16	Encourage peers to include the pupil in a social group	
17	Encourage peers to ignore the pupil's attention seeking behaviour	
18	Enhance the pupil's status by allocating a desirable job	
19	Remind pupil of the school rules	
20	Privately reprove the pupil	
21	Reprove the pupil in front of group/class	
22	Deprive the pupil of privilege	
23	Keep the pupil in at break time	
24	Ask to see parent/guardian	
25	Arrange to go into another class temporarily	
26	Send the pupil to the Headteacher	

## Appendix D

### Classroom Discipline Plan

A Classroom Discipline Plan is a system that allows you to spell out the behaviour you expect from children and what they can expect in return. The Plan in each classroom should provide a framework around which your classroom behaviour management can be organised. It should reflect the needs of the particular children and teacher.

The goal of a Classroom Discipline Plan is to have a fair and consistent way to establish a safe, orderly, positive learning environment where the children are happy and safe.

A Classroom Discipline Plan consists of three parts: -

1. Rules
2. Rewards
3. Consequences

#### Rules

Must suit the age of the children and the lesson content e.g. some lessons do require the children to talk. Rules should be written in a positive way e.g. 'Keep our classroom tidy', not 'Do not leave a mess!'

A maximum of five rules is advisable. Rules can always be added later as others are learned. Teacher upholds the rules with consistent praise, scanning and circulating.

#### Rewards

These will include house points, badges and certificates. They may also include special treats within the classroom. They cannot include extra playtime. Special treats could be a sweet at the end of the day or a quiz to revise science, maths, spelling etc.

#### Consequences

These should be short, sharp and effective. They should not outnumber the rewards. They must suit the age of the child e.g. working at the teacher's desk would be a punishment for a Year 6 child but a reward for a Year 3 child. These consequences will not deal with serious infringements such as those dealt with in the Behaviour Policy document where there is an outline of steps to be taken.

If a child requires five or ten minutes "Time Out" please send the child with the card to another teacher. After five or ten minutes, the child will be sent back.

Children may be kept in at break times to finish work. However, additional work from any subject cannot be set as a punishment, e.g. dictionary work, maths sums, handwriting. There are worksheets available for children to complete if they need time to write about and reflect upon their actions.

**SUGGESTIONS FOR PARENTS**

1. The home is the most effective moral educator and its' best lessons are not beatings, lectures or threats but good examples of unconditional love and acceptance.
2. Children learn from what we do rather than what we say. If we tell lies, use offensive language, break laws, show disregard for property, show disrespect for authority or speak cynically and sarcastically, we must expect our children to do the same.
3. Children will make mistakes and we must be prepared for them to make mistakes and help them learn from the consequences.
4. Where possible, have a family meeting and let the children have a say in the rules of the family. Show them regard and respect to others, good order, routine and safety are points to consider in rule making.
5. Keep a clear distinction between specific rules for politeness and good table manners, which deal with good order and safety and those which deal with justice, honesty and integrity.
6. Try not to use the "strong arm" approach. The more we adopt the authoritarian pose "do it" or "because I say so", the less effective we become in fostering moral growth. When reprimanding children emphasise the consequences of their actions on other people.
7. Be prepared to apologise for unjust or hasty treatment of the child.
8. Have discussions as a family on the fairness of family and/or community rules. The community will vary from church community, to a club group, to the classroom, school and the neighbourhood.