



RICHMOND HILL PRIMARY SCHOOL

BEHAVIOUR POLICY

Introduction

We believe that good behaviour and discipline within our school are both essential if children are to learn effectively. As a school we work hard to create a supportive and calm learning environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

This policy seeks to underpin our whole school approach to behaviour and discipline and firmly establish these guiding principles across the school. Our behaviour policy applies to everyone within the school community: pupils, staff, governors, parents, carers and visitors.

We are proud of the positive atmosphere and behaviour at Richmond Hill School and it is this atmosphere that drives forward learning and life long achievement.

Our Values

The following values inform our behaviour policy and our expectations of pupils:

- Respect
- Confidence
- Support
- Friendship
- Kindness
- Being Safe
- Honesty
- Happiness

‘We always live by our values and always strive to do our best’

Our Aims

At Richmond Hill Primary School we aim to:

- create a welcoming and co-operative school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued;
- foster the children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners;
- provide a secure and enriching environment where learning can take place with enjoyment;
- provide opportunities that encourage the children to work co-operatively together;
- develop the children's awareness and sensitivity towards living things and the world in which we live.

Our Approach

Our approach to behaviour and discipline at Richmond Hill School is built on three fundamental beliefs. These are that everyone in our School has:

- the right to be respected by others;
- the right to learn and to teach;
- the right to feel safe.

We believe these rights are most likely to be achieved when there are clear rules and people understand their responsibilities underpinned by a calm and thoughtful response and use of language.

How we do this

We teach the children how to solve their own problems through discussion, so they learn how to think things through and talk together until they can come to an agreement or compromise. We support pupils to help them develop the ability to take responsibility for their own actions and to see the links between their own behaviour and the consequences of their actions. We make it clear that there are two sides to every story and that we will listen with a fair mindset. Children will be given the opportunity to speak and to share their feelings along with encouraging them to recognise how they may have made others feel with the choices they have made. We speak assertively to disruptive pupils, using language that is decisive, firm and clear. We approach discipline in a positive and consistent manner. We use a behaviour ladder system together and Dojo so that children have clear communication and a visual reminder. Parents are also kept informed via the Dojo app, of positive and negative Dojo points accumulated on a daily basis. Children are encouraged to offer their points of view and express their feelings within this framework.

Rights and Responsibilities

Everyone involved in the school and nursery community has rights and responsibilities to ensure teaching and learning takes place in a supportive and co-operative environment. We have developed a set of rights and responsibilities for all children, staff and parents / carers. These are used to ensure that we create a positive atmosphere. Children who attend our school are expected to adopt these rights and responsibilities. Rights and responsibilities are used to help discuss behaviour both positive and negative.

The Rights of Children	Children's Responsibilities
I have the right to: <ul style="list-style-type: none"> • feel and be safe. • feel happy. • learn and achieve. • know my property is safe. • be treated with respect by everyone. • a clean and tidy school. 	I have a responsibility to: <ul style="list-style-type: none"> • act safely and make others feel safe and happy. • respect other people. • respect and care for other people's property. • make sure I am ready to learn. • work hard and concentrate on my learning. • have a go even when I find things difficult. • help keep the school clean and tidy.

The Rights of Staff	Staff Responsibilities
I have the right to: <ul style="list-style-type: none"> • work in a safe and supportive environment. • have the support of children and parents. 	I have a responsibility to: <ul style="list-style-type: none"> • support, model and uphold the rights, responsibilities and rules of the school. • support others and provide a safe environment for all children.

<ul style="list-style-type: none"> • feel valued personally and professionally. • teach without disruption. • be shown courtesy and consideration by all in the school community and be treated with respect. • have personal and school property respected. • a clean, tidy and orderly school environment. 	<ul style="list-style-type: none"> • value and respect all people in the school community. • ensure my classroom is well organised and effectively run to ensure learning can take place. • take care of school property of that of others. • treat others with care, courtesy and consideration. • provide good quality first teaching. • work in partnership with my colleagues and parents and other outside agencies. • promote a clean tidy and orderly environment and share responsibility for all common areas around the school.
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Rights of Parents/Carers	Responsibilities for Parents/Carers
<p>I have the right to:</p> <ul style="list-style-type: none"> • effective communication with our school. • to be kept informed of my child's behaviour regularly. • useful information and feedback about my child's progress, achievements and school life. • be shown courtesy and consideration by all the school community. • be treated with respect and have my opinions valued. • have my child work towards their potential. • expect my child can work in a clean, orderly and tidy environment. 	<p>I have a responsibility to:</p> <ul style="list-style-type: none"> • support and uphold the rights, responsibilities and rules of the school. • raise concerns when they first appear. • work in partnership and keep in regular contact with the school and its staff. • support my child's education and make every effort to keep myself informed. • be involved in the activities of the school. • ensure that I speak to school staff at appropriate times so it does not take them away from their teaching and class responsibilities. • actively support school decisions, policies and rules and share these with my child as appropriate. • respect school staff and children and value their opinions. • talk positively about the school, its staff and the community with my child. • work in partnership with the school to support my child in their learning. • help keep the school environment clean. • ensure my child is appropriately dressed and prepared for a prompt start to school each day.

Intent of the behaviour policy

To provide simple, practical procedures for staff and children that;

- Foster the belief that there are no 'bad' children, just 'bad choices';
- Encourage children to recognise that they can and should make 'good' choices;
- Recognise and share what expected behaviour looks like;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where everyone can learn well;
- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To provide clear guidelines for children, staff and parents of expected levels of behaviour

- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally
- To help children take control of their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

All staff will:

- Meet and greet children at the start of the day
- Be at the door of their classroom at the beginning and end of each lesson
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school rules

The Head teacher and The Senior Leadership Team will:

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, dojos and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

Parents will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour

A consistent approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion 'deliberate botheredness'

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Our School Rules

To help protect our rights and to encourage personal responsibility, we have basic rules for our school. These school rules are discussed, negotiated, shared and agreed annually through circle times, Class and School Council meetings and assemblies. During the year they will be revisited and reinforced as appropriate. Our School Rules are used to guide behaviour and together with Rights and Responsibilities help support dialogue around behaviour.

- Treat other people as you want to be treated yourself.
- Speak politely and kindly to others.
- Listen.
- Respect adults and one another.
- Keep hands, feet and unkind words to yourself.
- Take care of our school and our equipment.
- Always try hard in everything you do.

Our identified values, school aims and rights and responsibilities lead to expectations for the behaviour of every member of the school community. We have developed the following points to ensure this behaviour Policy is effective.

Everyone in our school community has the right to:

1. Equality of regard and opportunity;
2. Mutual respect;
3. Be safe at school;
4. Learn and teach in an atmosphere which is supportive and secure.

Behaviour Management

We believe that good behaviour management is established through whole school high expectations at all times. As a staff we work hard to ensure that each day is well structured to support behaviour. We recognise the need to ensure that organisation and management of all situations support behaviour. School organisation such as moving around the building, coming into assembly etc. should be structured and organised. Classrooms should have clear organisation. Access to resources, work, appropriate seating and expectations for moving around the class should be firmly established by each class teacher. This should be constantly reinforced throughout the year.

The role of the adult is key to developing behaviour management in our school. The most important driver in developing good behaviour management is establishing positive relationships with children. Adults always model appropriate behaviour for children. This includes using manners and modeling appropriately how to communicate with others. As adults working in school we have agreed that positive behaviour management should always be at the heart of all communication and interactions with children. Respect for all is central to the way in which we engage with children and other members of our community. Children should be highly praised where possible.

All incidents should be dealt with fairly and appropriately. Where two or more children are involved, staff take time to speak to all children involved before they take appropriate action. This means seeking both points of view and then making a sound judgement where needed.

Rewards

Our pupils behave well and respond to positive encouragement. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. In addition to verbal praise we also reward by:

- Class Dojo points - linked to the parent/carer mobile device apps,
- Class Dojo =counter for their house
- Star of the Week certificates= counter for their house
- Praise Assembly celebrations
- Positive feedback postcards sent home half-termly,
- Various other certificates awarded during assemblies such as Time Table Rock Stars.

Some children are always well behaved, kind and hard working and do not need these incentives as they have self-discipline and motivation. We try to give this special attention. We strive to ensure that our behaviour system is fair. We work hard to ensure that where needed, children with behavioural difficulties are well supported. This may mean that support for individual children is needs based and therefore rewards maybe slightly more structured. Our main aim is however to improve children's attitudes and achievement. We will always reward improvement, however small and whatever the starting point.

Pupils with SEND

We work hard to ensure that our behaviour system is inclusive for all however we do realise that some children have social, emotional and interaction difficulties. We work hard to quickly identify children who have difficulties with behaviour. Children are placed on the Special Needs Register and an Education Health Care Plan applied where needed, supported by behaviour management and support plans. We believe that with early intervention and firm consistent boundaries children can achieve. All behaviour plans are underpinned by the values, aims, rights and responsibilities that form this policy. We recognise that whilst we aim to follow the systems for all children, it may be necessary to consider how these systems and routines can be adapted for children with behavioural difficulties.

Sanctions

Our priority is to foster positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes the rights of others. In such situations there are a series of procedures, with possible consequences, which are followed. These are described in the Behaviour Ladder flow chart below. The Behaviour Ladder has been established to sit alongside our reward systems and is used consistently by staff in school. It is a positive aid to help children visually see how serious their behaviour has been and to encourage pupils to work well.

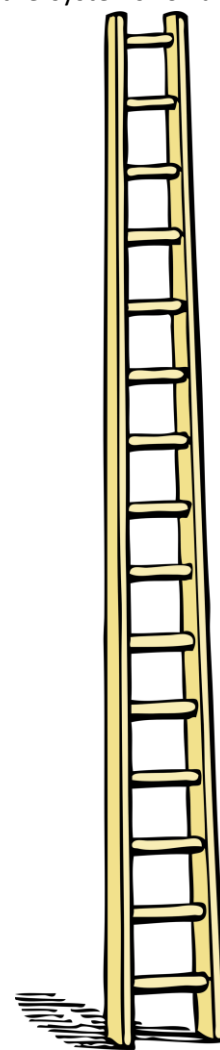
The Behaviour Ladder

All children will start each day on 'Great', as we expect them to follow all of our school rules. Time will be given at each stage to allow the child to respond to adult intervention. We use Class Dojo on occasions to give a visual negative sanction, after a warning has been given. It is therefore currently used in conjunction with the behaviour ladder.

Fantastic = To recognise exceptionally good behaviour.

Great = To recognise those that are always well behaved and follow school rules.

Make a choice = a warning



(to be given when behaviour has been spotted and the pupil needs to make a choice to move back up the ladder. If that behaviour or persistent low level disruption continues, then a warning and reminder of expected behaviour will be given before a pupil moves down to the next level)

Ten minutes = If inappropriate behaviour continues then a child will move to this rung of the ladder. Again a firm, clear description of the inappropriate behaviour linked to the school Rules will be given and advice how the behaviour should be changed. The consequence is 10 minutes 'time out' during playtime with a member of staff.

Make a choice = a warning

Oh No = If a child is swearing, hurting others, rude or constantly refusing to comply with School rules, then they will move to this rung of the ladder. The consequence is to miss their playtime (30 minutes 'time out' during lunchtime break). A letter to parents will be sent home to be signed and returned to school. It will then be put in the Oh No file in the main office. This will be checked by the SENCO regularly. A behaviour plan may then be put in place if appropriate.

Make a choice = a warning

Internal exclusion = If the inappropriate behaviour persists, then the child moves below the bottom rung. The consequence is all playtimes in 'Time out' and internal exclusion from class if appropriate. After 3 times on Oh no! Parents will be invited into school to discuss the child's behaviour and the child will be put on report for a week in order to monitor their behaviour patterns closely to analyse and put in any support deemed appropriate. However, each case will be looked at individually, and is at the discretion of the head teacher, depending on the severity.

We place inappropriate behaviour into three categories:

1. Abusive behaviour towards pupils or adults;
2. Disruptive behaviour which prevents others from learning;
3. Dangerous behaviour which puts safety at risk.

Each situation which arises is different and will be treated with sensitivity by the staff and governors. Provocation is also taken into consideration and everyone's points of view taken into account.

Exclusions

Richmond Hill Primary School seeks to avoid exclusions wherever possible. They take place only for very serious incidents or when all other strategies have been tried over time. In most cases exclusion will be the last resort after a range of measures have been tried to improve a child's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour. The Headteacher and staff will identify children whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which may include working in partnership with other agencies.

Fixed term and permanent exclusion are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a child's exclusion or repeated behaviour choices monitored by the headteacher. This may include an aspect of the following:

- Violence towards an adult or child;
- Swearing at an adult;
- Racist or homophobic abuse;
- Sustained bullying;

- Frequent high level disruption;
- Frequent high levels of non-compliance;
- Frequent high levels of disrespect to adults in school.

Each individual situation will be investigated according to need. The Headteacher will gather evidence and seek the opinions and advice of colleagues. The view of the child will also be sought to gain a full picture before action is taken. If satisfied that, on the balance of probabilities, the child did what he or she is alleged to have done, the Headteacher may exclude the child.

Should an exclusion be necessary then the following procedure will be followed:

- The child will be excluded - the time scale dependant on the nature of the behaviour.
- Parents/carers will be notified immediately by telephone and asked to remove their child from the school.
- They will be given a formal letter outlining the reasons for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chair of Governors will be notified at the time exclusion is decided, as will the appropriate agencies of Cumbria Children's Services.
- The School will also work to put in place a behaviour programme for the child to commence on his / her return to school.
- This programme will identify a specified number of follow up meetings to be held between the school and the parents/ carers if appropriate. (see additional information below)

Additional Support

We work closely with parents/carers for them to "work in partnership with the school to support a child in their learning". If a child is excluded from school, we will ask parents/carers to attend weekly meetings as part of the child's programme for returning to school. We believe that this is an essential part of ensuring that the child is well supported in his/her reintegration back to school.

We will also exclude children from outings if the need arises. Exclusions are very serious and we hope to avoid them by home and school working together. Any type of exclusion is made known to our Governors (we may arrange meetings with the Governors prior to a possible exclusion) and it is recorded in the child's file, which goes on to secondary school. Parents have the right to appeal against an exclusion.

Parents

Our pupils are taught what unacceptable behaviour is and are aware of the consequences of breaking the rules. Parents and carers accepting a place at Richmond Hill Primary School are also accepting our Behaviour Policy, and the procedures we have agreed and adopted for responding to inappropriate behaviour.


It is part of our job to discipline children in school. We would ask parents not to intervene with another child's parents or with another child, but to report the matter to us in school. We wish to work in partnership with parents to help children and themselves with behavioural/emotional difficulties. We are prepared to listen and be flexible in our response.

Racist Incidents

Richmond Hill Primary School does not tolerate racism. All incidents are recorded, reported and investigated according to the school's Racist Incidents Recording, Reporting and Investigating Procedures in line with the Local Authority.

Policy Review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The Headteacher keeps a record of all children on the extreme end of the behaviour ladder. The class teacher records minor classroom incidents on CPOMS. Midday staff feedback to class teachers regarding incidents how they have been dealt with at lunchtime. The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Agreed By:	RACHEL BLAIR
Signed:	
Date:	17.01.2024
Reviewed by Governors Date:	17.01.2024