

# **Rounds Green Primary School Behaviour Policy**

October 2016

## **Aims of the Policy**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To foster a positive attitude in pupils in order to raise self-esteem, and to promote self-awareness, confidence and respect for themselves and others.
- To create a caring and supportive environment that allows pupils to fully develop the skills required to cope with the demands of life, both inside and outside school.
- To ensure consistency of approach, in order that staff, pupils, parents and governors all fully understand expectations and opportunities relating to everyday life at Rounds Green Primary School.
- To equip pupils with the skills and levels of understanding in order that correct behavioural choices can be made.

## **Key Values**

**We aim for all our pupils to be safe, happy, respectful, kind and enjoy learning.**

## **Equal Opportunities:**

The policy will be implemented on an equal opportunity basis, ensuring that it does not discriminate in any way against any pupil group, regardless of gender, ability, disability, religious or cultural belief or racial background.

## **Children's responsibilities are:-**

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

This is reinforced consistently via the PSHE curriculum, assemblies and during the everyday life of the school.

## **Staff responsibilities are:-**

- To treat children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To follow the Behaviour Recovery Programme.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual.
- To be aware of their (special) needs.
- To offer a framework for social education.

All the above are part of daily life in school. The behaviour policy is given to new members of staff as part of the induction process.

**Parents' responsibilities are:-**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

The policy will be available to parents on the school website

**What we do to encourage good behaviour:-**

- We make clear our expectations for good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We praise good behaviour both privately and publicly.

Praise is an important part of our everyday life at Rounds Green and all staff look for every opportunity to give pupils positive reinforcement. We have systems in place in school to praise pupil's achievement and positive aspects of behaviour via Head Teacher's Award, Golden Letterbox Award, Star Writer Award, stickers, Housepoints and respect, kindness and consideration tree.

**Behaviour Recovery**

At Rounds Green we have introduced behaviour recovery throughout the school. The key principle in the Behaviour Recovery Programme is to allow pupils to 'recover' their behaviour, in other words to calm down and think about their behaviour so that they can return to the teaching and learning situation as soon as possible. The programme at Rounds Green is divided into the following phases:

**Phase 1**

A verbal warning is given if pupils display low level behaviour within the classroom or for not following class or school rules.

**Phase 2**

If, after being given a warning, the pupil's behaviour does not improve then they are asked to move into the parking area within the classroom for 5 minutes thinking time, to reflect on their behaviour. Following 5 minutes the child returns to their normal place.

**Phase 3**

The child is parked within a partner class (Y3 with Y5, Y4 with Y6). They remain within the class for 15 minutes and complete a reflection sheet. Child then returns back to the classroom with a 'welcoming' re-entry procedure.

**Phase 4**

Child is sent to the phase leader. They remain there for 45 minutes. Child completes a reflection sheet and discusses their behaviour with the phase leader. Parents are informed via letter.

**Phase 5**

Child is sent to the assistant head, deputy head teacher or headteacher. They remain there for a half or full day. Child completes a reflection sheet and discusses their

behaviour with the senior manager. The child completes work for the half or full day independently. Playtimes are missed. Parents are informed.  
See appendix 1 for Behaviour Flow Chart

### **Recording Behaviour Incidents**

Behaviour incidents are recorded on reflection sheets, completed by the child. Class teachers should keep a copy of the reflection sheets in their behaviour folder and a copy given to Mrs Wood or Dr Brewin at the end of the day. The lunchtime supervisors should record any behaviour incidents in the lunchtime supervisor incident log, which should be handed in weekly to Mrs Wood or Dr Brewin. Serious concerns should be reported directly to a senior manager.

### **Contact with Parents**

Parents will be informed if their child moves to phase 4, by the class teacher at the end of the day and via letter from the phase leader. Parents will be informed if their child moves to phase 5, by the class teacher at the end of the day and via a letter from senior managers. For incidents involving physical aggression, parents of the victim as well as the perpetrator, will be informed by the class teacher at the end of the day or by a senior manager for more serious incidents.

### **Where there is repeated or persistent misbehaviour the following will apply:-**

- Formal contact with parents
- Involvement of the behaviour support team in Sandwell
- Exclusion – temporary/permanent

### **Temporary Exclusion**

A child will be excluded on a temporary basis if the support given to the child and family does not result in any improvement in behaviour or the health and safety of other pupils and staff is at risk.

### **Permanent Exclusion**

This decision will be made by the governing body, only when all avenues of support have been exhausted, including input from outside agencies, or if the health and safety of other pupils and staff is at risk.

#### **Links to Other Policies:**

Anti-bullying Policy

Anti-racism policy

Appendix 1 – Behaviour Flow Chart