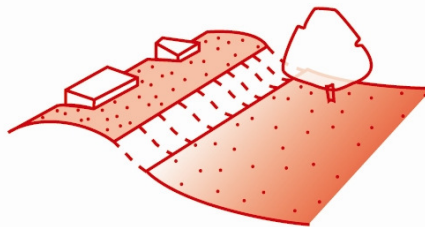


Riverhead Infants' School Behaviour Policy

Riverhead Infants' School



This policy was ratified by the Full Governing Body on

Date: January 2011

Signed

Chair of Governors

Signed

Headteacher

Next Review Date: January 2013

1.0 MISSION STATEMENT

It is recognised that the development of high standards of behaviour is a shared responsibility. The aim is to ensure that through this policy and relevant training, all policy stakeholders (children, school staff and parents) know their rights and responsibilities with respect to this policy and are equipped to undertake their vital role of promoting positive behaviour within the school.

All children attending the school have a right to the provision of a safe, secure, stimulating learning environment where they are respected and are able to achieve their full potential. All children are encouraged to take responsibility for their own behaviour and the consequences of misbehaving.

The school recognises that some children require additional support to enable them to behave appropriately.

All adults in the school have the right to a safe and secure learning environment in which they are respected and have the ability to enforce the behaviour policy. All adults in the school have the responsibility to apply the policy fairly and consistently thereby contributing to a school ethos of praise and recognition for good work and positive personal qualities.

All parents have the right to be kept informed about their child's progress, including issues related to their behaviour. All parents have the responsibility to support their child's positive behaviour, to ensure that their child follows reasonable instructions from adults at the school and adheres to the school rules.

2.0 BEHAVIOUR POLICY

To provide a safe and secure environment where all can learn and work without anxiety and measures are in place to reduce the likelihood of unacceptable behaviour and provide a framework to address it in the event that it occurs.

2.1 Aims of the Policy

- To encourage a calm, happy and purposeful atmosphere, within a safe learning environment.
- To foster positive caring attitudes where everyone's achievements are acknowledged and valued equally.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

- To have a **consistent** approach to behaviour throughout the school, with parental support and involvement.

2.2 Expectations of all staff

- To treat all adults and children in our school with respect and to be aware of the impact of their attitudes and behaviour on others.
- To treat all children fairly through the implementation of consistent rules and sanctions.
- To be an exemplary role model for children and colleagues.
- To raise children's self-esteem and develop their independence and self-discipline in order to achieve their full potential.
- To provide a challenging and inclusive curriculum.
- To create a safe and stimulating environment that supports children's learning.

2.3 Expectations of children

- To treat all adults and children in our school with respect and to be aware of the impact of their attitudes and behaviour on others.
- To work to the best of their ability, and allow others to do the same.
- To conform to the shared expectations of behaviour as exemplified in the Golden Rules and class rules.

2.4 Expectation of parents/carers

- To treat all adults and children in our school with respect and to be aware of the impact of their attitudes and behaviour on others.
- To work collaboratively with the school and support the implementation of the Home School Agreement [*Appendix 1*] and school policies.
- To support their child to achieve the best of his/her ability and encourage independence and self-discipline.

2.5 Promoting Good Behaviour

- Showing children that good behaviour is worthwhile and promoting positive attitudes to learning. *Appendix 2 - Guidelines of strategies accompany this policy*
- Raising pupil's self-esteem
- Promoting a positive and inclusive climate for learning
- Offering a well-planned and appropriately differentiated curriculum
- Providing Personal, Social, Health and Citizenship education, including SEAL, Social and Emotional Aspects of Learning
- Shared whole school Golden Rules and Golden Time. *Appendix 3 - Guidelines accompany this policy*
- Good classroom management
- Provide pupils with opportunities to debate behaviour in school through Class and School Council meetings.

2.6 Inclusion

The need for a consistent approach is highlighted throughout this policy. However, in the same way that it is necessary to differentiate teaching and learning for some children, so it

is appropriate to differentiate provision in relation to behaviour for some individuals. This may be reflected in a child's targets or on an Individual Behaviour Plan and would support the child in working towards the same expectations as their peers.

2.7 Dealing with Inappropriate Behaviours

Children need to understand that there are consequences to their behaviour. One consequence is the immediate impact of their behaviour on other people. A further consequence may take the form of a sanction. Any sanctions will:

- be fair and consistent
- be appropriate to the level of behaviour exhibited
- be imposed in a firm, yet respectful way
- communicate that the behaviour is unacceptable (not the child)

The following sets out a stepped process for dealing with minor incidents and then more serious behaviour. This consists of a series of stages rather than a definitive procedure, recognising the need for a degree of flexibility for staff to bring their professional judgement and skills to each individual situation.

For more minor incidents the stages of sanctions are as follows:

Point A

Stage 1

The incident is dealt with by the adult who is present at the time. This may involve a verbal reprimand, discussion or a short 'time out' (removal from the situation).

Stage 2

If the child does not respond appropriately, the adult refers the incident to the class teacher, or member of the Senior Leadership Team [SLT] who may impose a sanction such as loss of Golden Time, loss of part of a break time or loss of other privileges.

Stage 3

If the behaviour is persistent or a particular cause for concern, e.g. aggressive, out of character, the teacher will discuss this informally with a parent/carer at the end of the school day. A behaviour record would be completed to record this and passed to the Headteacher and a copy placed in the child's file. [Appendix 4]

For moderate offences the adult who is present at the time may go directly to Stage 2 i.e. refer the incident immediately to the class teacher.

For serious or persistent offences which remain unresolved the stages of sanctions are as follows:

Part B

Stage 1

The child is sent to the Headteacher (or a member of the SLT) who would discuss the incident with the child and might impose a sanction including a restitutive activity e.g. write a letter of apology; revisit the Golden Rules as in the Home / School Agreement.

Stage 2

The headteacher (or member of SLT) would complete a behaviour form if the severity necessitated this or if the child's response gave cause for concern e.g. if child showed no remorse, argued that action was justified. If the incident involved a vulnerable child (as perpetrator or victim) the incident would be drawn to the attention of the Inclusion Manager.

Stage 3

Where an incident causes serious concern or is persistent, phone contact is made with parents, by the Headteacher, to ask for their co-operation in dealing with the situation. This is recorded in the Behaviour Book which is kept in the Headteacher's office.

Stage 4

In some cases e.g. where the situation is of a sensitive nature, where there has been a need to phone parents on previous occasions, the Headteacher will ask parents to come to school to discuss steps to be taken. This may lead to the need for an Individual Behaviour Plan and possibly the involvement of other agencies.

Stage 5

In the event of persistent serious unacceptable behaviour, internal exclusion will be considered. The child works away from the class for the day either with the Headteacher or another class, all privileges and free time are withdrawn.

Stage 6

Exclusion

In most cases, parents will be involved in a range of strategies to improve their child's behaviour well before Stage 6, but if all other strategies and sanctions fail a child may be formally excluded from school either temporarily or permanently. This is likely to be a short, fixed-term exclusion. A re-integration meeting will take place with the Headteacher on return to school.

Exclusion is an extreme step and will only be taken in cases where an incident of extreme seriousness has occurred and all parties need a period of time to consider the best course of action for all involved.

2.8 Staff Development

All staff will receive INSET after the adoption of the policy, and after each review to ensure its effective implementation and new staff will receive induction training to ensure its consistent implementation.

Volunteers will be informed of the policy and where copies are published and their duty to seek any guidance relating to behaviour issues from their class teacher.

3. MONITORING AND REVIEW

The Headteacher will monitor the effectiveness of this policy on a regular basis reporting to the governing body on its effectiveness and, if necessary, making recommendations for further improvements. The governing body will be informed of any persistent behavioural issues.

It is the responsibility of the governing body to monitor the Individual Behaviour Records including exclusions, and to ensure that the school policy is administered fairly and consistently.

4. POLICY UPDATE

This policy has been developed by a working party of stakeholder representatives and consultation with School and Class councils.

This policy will be reviewed on a two year cycle or earlier if necessary.

5. LIST OF APPENDICIES

Appendix 1: Home School Agreement

Appendix 2: Guidelines of Strategies to Promote Positive Behaviour

Appendix 3: Guideline for the effective management of Golden Time.

Appendix 4: Behaviour Record

6. LINKS TO OTHER POLICIES :

Riverhead Infants' School Anti-Bullying Policy

Positive Handling Policy

Single Equality Scheme

SEN Policy

Home School Agreement

Introduction

'Education at it's best' is our vision at Riverhead Infants' School. We recognise that to achieve this, the School together with parents and carers must work in partnership.

There are many ways in which parents can help with their child's school education. Encouragement, showing an interest in their learning and participating in school life all contribute to laying the foundations for a positive attitude to school early in a child's life.

By law, parents are responsible for making sure their child goes to school regularly and on time. Parents can also help by supporting the school's policies and its arrangements for homework. Please will parents make sure their child knows that they support the school's policies, especially those related to discipline, punctuality, respect for each other and the curriculum.

Parents should tell their child's teacher about any changes that might affect their child's work at school and talk to the teacher if they are worried about their child's progress. All information will be dealt with in a professional manner.

Curriculum

The children at Riverhead Infants' School have the right to a broad and balanced curriculum, in accordance with the Government's advice and regulations.

As part of this process the teacher will advise ways to help a child at home and keep parents fully informed. The School will expect the parents to support the child in the recommended ways.

Attendance

By law, parents are responsible for making sure that their children are educated full time between the ages of 5 and 16.

If a child is registered at a school, he or she must go to school on time every day during term-time, unless there is a good reason (such as illness). It is important for a child's future that he/she makes the most of his/her time at school.

In the interest of child safety, it is the parents' responsibility to notify the school by 9.00 a.m. on each day of absence if a child cannot attend and confirm in writing on the child's return to school the reason for absence.

If attendance problems do develop, the school, including the Headteacher and the education welfare service, will work with parents to ensure the child does attend regularly.

Parents **do not have a right** to take children on holiday in term-time but, if requested, the Headteacher may give parents up to ten school days to take an annual family holiday with their children in **exceptional** circumstances. **Riverhead Infants' School Policy discourages parents from taking their children on holiday during term time and permission will only be granted once during any given school year.** Further details are can be read in the policy which is published on <http://www.riverhead.kent.sch.uk/governors.asp#govspols>

Walking to and from School Policy.

We are keen that all children walk to school unless there is a very good reason for this e.g. sick or disabled parent or child, etc.

This policy is to encourage healthy physical exercise before and after school for the children and reduce parking in and around the school site, as well as reducing traffic pollution as stated in the School Travel Plan. It is also an integral aspect of the school's commitment to Green Flag Status. We regularly conduct surveys to monitor this policy and ensure it remains high on our agenda. The outcomes are reported in our school newsletters and in the Annual Travel Plan Review to the Kent Authority.

Behaviour

Parents have a very important role in encouraging their child to behave well, and their influence is critical in shaping the child's attitude and behaviour.

Both good behaviour and discipline from pupils in school stems from a partnership between home and school. Pupils are expected to keep to the school's rules and parents are expected to support the school in maintaining good behaviour and discipline.

Links to our Behaviour Policy and our Anti-Bullying Policy can be found on the school website at <http://www.riverhead.kent.sch.uk/governors.asp#govspols>

Homework

At Riverhead we believe that it is beneficial for children to participate in home learning activities from early in their school career. This acknowledges research which recognises the benefits of children participating in homework activities for short periods of time beyond the end school day, and Government recommendations.

Teachers will clearly inform parents of homework assignments, and Parents are expected to support and monitor their child's work at home in accordance with the advice given by the class teacher and Headteacher.

Full details of our Homework Policy can be found on the website.

What happens if the agreement is broken?

If a **parent** breaks the agreement, the Headteacher will discuss the matter with him/her.

However, in the most serious circumstances, if a **child** breaks the agreement by continuing to break school discipline or safety rules despite appropriate measures being in place, he/she may be excluded or suspended from school. [Details are within the Behaviour Policy]

There are a range of strategies that we can use to support a **child** who is having difficulty fulfilling their role in the agreement. These steps would be taken in consultation with parents and the school would work to support the child collaboratively between home and school.

If parents feel the **school** is not keeping to their side of the agreement, they should speak to the Headteacher in the first instance.

Expectations

At Riverhead Infants' School, **all Staff** will:

- Encourage the children to do their best at all times.
- Encourage the children to take care of their surroundings and others around them.
- Inform the parents of the children's progress at regular meetings.
- Inform the parents about what they aim to teach the children each term.
- Inform the parents of home learning assignments which will support their teaching in school.

We ask that every **family** will:

- Make sure their child arrives at school on time (8.50 a.m. ready for 9.00 a.m. start) and is collected at 3.15 p.m.
- Make sure their child attends regularly and notify the school by 9.00 a.m. on each day of absence if a child cannot attend and confirm in writing on the child's return to school the reason for absence.

- Attend Parent Consultations to discuss their child's progress at school and keep the teacher informed of any changes of circumstances at home that might affect the child's progress.
- Support their child with home learning assignments recommended by the teachers.
- Ensure their child is in the care of a **named** adult until 8.50 a.m.
- Ensure that their child **walks** to and from school whenever possible.
- Remain informed of school activities through ParentMail and the School Website.

We expect every **child** to keep the school's **Golden Rules**:

- Be gentle. Do not hurt others.
- Be kind and helpful. Do not hurt anybody's feelings.
- Listen. Do not interrupt.
- Be honest. Do not cover up the truth.
- Work hard. Do not waste my own time or others.
- Look after property. Do not waste or damage things.

Together we will:

- Support **every** child's learning to help that child achieve his/her best.
- Encourage the children to keep the school's Golden Rules.

AGREEMENT BETWEEN HOME AND SCHOOL

FOR THE PARENTS/GUARDIANS OF RIVERHEAD INFANTS' SCHOOL PUPILS

I/We shall do my/our best to:

- See that my child attends school regularly, on time and properly dressed
- Inform the school of any concerns or problems that might affect my child's learning or behaviour
- Support the school's policies and guidelines for behaviour

- Support my child in any opportunities for home-learning as recommended by the teacher
- Attend parent consultation meetings about my child's progress
- Remain informed about my child's life at school through ParentMail and Website newsletters, literature and information events provided by the school
- Support and follow the school's "walk to and from school" policy.

Signature(s)Parent/Guardian.

The staff of the school will do their best to:

- Care for your child's safety and happiness
- Ensure that your child achieves his/or her full potential as a valued member of the school community
- Provide a broad and balanced curriculum
- Encourage high standards of learning and behaviour
- Keep you informed about general school matters and the curriculum through regular electronic newsletters which are sent via e-mail and the website
- Keep you informed about your child's progress at school through parent consultations and an annual written report

Signature Headteacher

Once all parties have signed this form you will be given a copy for your own records.

