

# BEHAVIOUR

## INTRODUCTION

Acceptable and appropriate behaviour is fundamental to providing a safe, purposeful working environment for pupils and staff. It is also the basis for pupils to develop as members of the community and effective members of society.

The behaviour policy ensures that school practices on behaviour management are clear. Pupils and parents/carers must be aware of the expectations, responsibilities and procedures involved in the pursuance of good behaviour.

## RATIONALE

Good behaviour is essential for both effective teaching and learning to take place and to promote a positive ethos within the school based on mutual respect and good citizenship.

Good behaviour is achieved when staff have high expectations of pupils' academic and social abilities, when good relationships are nurtured and there is mutual respect between pupils, staff and parents/carers.

## ROLES AND RESPONSIBILITIES

Every member of the school community has a responsibility for ensuring good behaviour in school.

### **Pupils**

Behaviour expected from Riverside pupils includes:

- 1.1 good manners and politeness
- 1.2 respect and consideration for all adults and children
- 1.3 positive attitudes (e.g. truthfulness, a sense of responsibility, the desire to help each other and to share)
- 1.4 an appreciation of diversity in the community; anti-racist and anti-sexist attitudes and the ability to understand others' points of view, needs and achievements
- 1.5 non-aggressive behaviour and an understanding of the appropriate ways problems can be resolved
- 1.6 adherence to simple, common-sense rules regarding the safety, welfare and education furtherance of themselves and others.

### **Staff**

The good behaviour and discipline of each child is the collective responsibility of all staff. Teachers and support staff expect from and give support to each other. No one has sole responsibility for the discipline of pupils in his/her care without recourse, if necessary, to the help of others. e.g. The SLT and SMT.

Staff work to ensure good behaviour in the following ways:

- 2.1 we ensure there are good relationships and mutual respect between adults and pupils
- 2.2 we have high expectations of the academic and social abilities of the pupils in our care
- 2.3 we match curriculum and teaching methods to pupils' needs
- 2.4 we nurture each pupil's growing maturity and self esteem
- 2.5 we create a positive climate throughout the school and between all children and adults
- 2.6 we demonstrate the attitudes and qualities expected of pupils
- 2.7 we make sure pupils understand what is expected of them
- 2.8 we positively encourage and reward by praising all good behaviour and improvements in behaviour
- 2.9 we avoid the "trap" of giving attention to bad behaviour
- 2.10 we maintain a calm atmosphere, and pay attention to minor difficulties so that major crises are unlikely to occur
- 2.11 we recognise behaviour pattern changes in pupils and investigate reasons (e.g. meet parents/carers to understand a difficult family situation, refer to learning support and/or the SLT)
- 2.12 we apply sanctions fairly. Praise, reward or privilege outweighs the use of sanctions as we know this to be more effective
- 2.13 learning support is provided and is the responsibility of the LSM. Pupils within the cohort have agreed achievable targets, including behaviour targets
- 2.14 we have well organised classrooms so that pupils can be expected to conduct themselves responsibly
- 2.15 we offer a curriculum which allows equality of opportunity, caters for pupils of different levels of ability and enables all to experience success
- 2.16 we help pupils to understand the purpose of the tasks set, making sure they are involved and can learn to accept responsibility for their behaviour
- 2.17 we use "Circle Time" (or similar methods) to give all pupils a "voice" and to promote positive attitudes towards others
- 2.18 we involve learning support staff and outside agencies to provide support and advice as well as direct intervention.

### **Parents/Carers**

3.1 Good behaviour is achieved most easily when parents/carers and teachers share their expertise and experience of children. Parents/carers are kept informed of any problems, changes or progress.

3.2 Parents/carers need to be consulted over their child's inappropriate behaviour (this is first discussed with the SLT).

3.3 Parents/carers make an appointment if they wish to discuss any behaviour issues with the teacher and/or a member of the SLT.

3.4 Parents/carers sign a "Home/School Agreement" on their child's entry to Riverside School. This clearly indicates the position of the school in relation to behavioural expectations.

## **PROCEDURE**

Rewards, privileges and sanctions are essential elements in promoting positive behaviour.

### **Rewards**

4.1 praise from the class teacher

4.2 praise from other staff and/or the SLT.

4.3 certificates at special assemblies celebrating academic and pastoral achievements

4.4 informal contact with parents/carers

4.5 providing a pupil with a negotiated responsibility/activity as a reward for agreed behaviour targets being achieved.

### **Sanctions**

5.1 disapproval from teacher

5.2 referral to the SLT

5.3 temporary removal from class if behaviour is considered disruptive – either to another class or Headteachers' Office

5.4 "on report" for a specific period (daily/weekly) till such time as there is an indication of improvement in behaviour

5.5 appropriate action taken by child (e.g. verbal apology, clearing up mess etc.)

5.6 parents/carers spoken to informally or formally to notify and identify ways forward

5.7 playtimes missed. Pupils are always supervised and the number of occasions monitored.

5.8 unfinished work completed at playtimes/special events. The number of occasions is strictly monitored to deter an unsuitable association between work and punishment

5.9 referral to outside agencies, which often results in a specific monitoring and support programme being put in place and/or referral to outside agencies

5.10 pupils sent home for a “cooling off” period. (by the SLT only)

5.11 fixed or permanent exclusion (which is reported to the governing body/LA as required).

## **MONITORING**

6.1 Rewards and privileges are given fairly. A record of who has received certificates etc. is kept by the Headteacher to monitor distribution

6.2 A careful record is kept to monitor persistent inappropriate behaviour

6.3 Incidents involving bullying or racist behaviour are taken very seriously at Riverside and are dealt with and monitored carefully.

6.4 The SLT are on duty each playtime and lunchtime to monitor behaviour.

6.5 Exclusions are monitored by the governing body. The Headteacher is required to report exclusions to governors. Governors’ meetings are held each term.

6.6 LEA reporting systems to record racist incidents are completed each term.

6.7 Learning support teachers monitor the behaviour of pupils identified within the cohort. Records are kept to monitor progress of set targets.

## **LINKS WITH EXTERNAL AGENCIES**

If inappropriate behaviour cannot be dealt with using school-based procedures, a range of alternative options is available to pupils, staff and parents/carers, including:

- **The Early Help Service**
- **Learning Support Services**
- **Family Counselling**
- **Place2Be**

Referral to these services is made through the Headteacher or another member of the SLT.