



## **Behaviour Policy**

**Approval: Full Governing Body**

**Review Frequency: Annually**

**Last Reviewed: October, 2017**

**Date of next Review: October, 2018**

# **RICKMANSWORTH PARK JMI SCHOOL BEHAVIOUR POLICY**

## **The general aims of the school**

- Treat others as you would like them to treat you.
- Speak to others as you would like them to speak to you.
- Try to be the sort of friend to others that you would like them to be to you.

At Rickmansworth Park we aim to achieve high standards of attainment through high quality teaching. We aim to provide a stimulating environment in which the children in our care receive an excellent education. The children are valued as individuals. Everyone working in school aims to ensure that individual needs are met so that all may develop their potential within a stimulating, happy and inspiring environment. We expect the highest standards from all the children and all of the people who work in school. We aim to encourage good manners, honesty, respect and tolerance for others. We encourage the children to become self-disciplined, able to take responsibility and make decisions for themselves.

We expect the children to know how to behave appropriately in a variety of situations and to conform to our school rules. It is expected that parents wishing to send their children to Rickmansworth Park School are prepared and willing to support the school in its pursuit of an ordered environment. We believe that a disciplined school is more conducive to the children developing their full potential.

It is our aim to maintain close links with parents ensuring that good communication and understanding benefit the children in their life at school.

We hope the provision we make enables the children to become independent learners and self motivated, responsible members of the community.

We expect all of our children to develop their potential and hope that they will look back on their school days with pride and pleasure.

## **The aims of this behaviour policy**

We are a caring community and the behaviour policy is designed to ensure all members of the school community can live and work together in a supportive way. It aims to provide an environment where everyone feels happy, secure and safe.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

## **Rights and responsibilities of all members of the school community.**

### **RIGHTS**

EVERYONE IN THIS SCHOOL HAS THE RIGHT  
TO BE AND TO FEEL SAFE  
TO RESPECTFUL TREATMENT  
TO LEARN  
TO TEACH

### **RESPONSIBILITIES**

#### **Responsibilities of pupils**

Pupils have responsibility to:-

- work hard and do their best at all times
- set a good example of good behaviour
- encourage good behaviour in other pupils
- take responsibility for their actions and face the consequences of their actions
- take appropriate action if they see poor behaviour
- have self control
- look after younger children
- be honest and tell the truth
- share and compromise
- listen to others
- keep themselves, their belongings, work and their surroundings tidy

#### **Responsibilities of teachers**

The class teachers at Rickmansworth Park School have high expectations of the children in terms of behaviour and they strive to make sure children work to the best of their ability.

Class teachers will recognise and reinforce responsible behaviour.

It is the responsibility of the class teacher to ensure the class and school rules are enforced in their class and that their class behaves in a responsible manner when in their care.

The class teacher treats each child fairly and enforces the school and class rules consistently.

The class teacher treats all children in their class with respect and understanding.

Class teachers will work within the framework of school policies.

#### **The role of parents**

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.

We explain the school rules to parents on the web site and in newsletters and we expect parents to read and support them.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home school agreement. We try to build a supportive dialogue between the home and school and inform parents immediately if we have concern about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way their child has

been treated they should initially contact the class teacher. If the concern remains they should contact the headteacher.

### **Rules/code of conduct**

The school has a moral code which is known as its golden rules. These golden rules are on display throughout the school.

<b><u>GOLDEN RULES</u></b>	
Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

#### **Class rules**

Each class discusses and negotiates its own rules and these are also displayed in each classroom. These rules should be

- Few, reasonable and fair
- Explained, discussed with and taught to pupils
- Simple and precise
- Enforced and enforceable
- Positive – describe the behaviour the school wants to see

These rules should cover

- Noise
- How to get the teachers attention
- The way people treat others
- Resolving difficulties and conflicts
- Movement and safety

Rickmansworth Park School also has rules relating to health and safety (see appendix 1). These are under constant review. They are issued to all staff whenever there are changes.

### **Ways in which the school encourages good behaviour**

At Rickmansworth Park School we will always promote good behaviour. There will be many ways to promote good behaviour.

Good behaviour will be promoted by:

- Good teaching which is well planned, interesting, providing the children with challenging, but achievable tasks
- Having a calm and positive atmosphere, with a well laid out classroom which avoids problems

- Valuing the childrens work
- Having clear routines and reminders which are consistently enforced.
- Staff will aim to avoid trouble spots and confrontations
- Adequate supervision of pupils.
- Encouraging caring and responsibility through, for instance, the buddy system and the monitor system.

Expectations will be made clear to the children by:

- Golden rules being displayed prominently throughout the school
- Class agreements being formed by the class and on display in every class
- Using assemblies, circle time and displays around the school to promote the schools golden rules.
- Frequent referral by staff to class and school rules and a description of the behaviour they are looking for.

Rewards for good behaviour such as

- Stickers, table points, star of the week in every class, teachers telling parents if their child has been particularly well behaved, golden time,
- Use of praise (both named praise and blanket praise).
- Praise for the children who behave well, but do not otherwise get as much attention as some others
- Sending a child to another member of staff for praise.
- Praise and rewards in assembly.
- Telling parents their child has been well behaved

**A description of unacceptable behaviours & what the school does when pupils do misbehave.**

<b><u>A description of unacceptable behaviours</u></b>	<b><u>What the school does when pupils do misbehave.</u></b>
<p><b><u>Level one</u></b> eg            Answering back            Calling out            Distracting others            Disrespect to peoples property, but not damage eg treading on property            Eating where not permitted            Pushing in line            Whistling and making inappropriate noises            Rocking on chair            Lateness in coming to the classroom            Feigning the need to go to the toilet            Pushing</p>	<p>Warning and teacher action.</p> <p>Persistent offenders will be sent to another class to complete work or complete a behaviour log.</p> <p>Teachers will maintain a record of children who have been sent out.</p> <p>Parents of persistent offenders will be notified.</p>
<p><b><u>Level 2</u></b> eg            Rudeness to an adult            Drawing on property            Throwing books or equipment</p>	<p>The child will be sent to the key stage coordinator and their parents will be informed.</p>

<p>Refusing to carry out an adults instructions  Personal insults  Leaving the classroom or playground without permission  Refusing to attempt work  Banging on furniture  Spitting  Taking school equipment without permission  Taking things that belong to others  Mimicking an adult  Climbing on furniture  Shouting at random  Sitting under furniture, hiding in toilets</p>	<p>Key stage coordinators will maintain a record of children who have been sent to them</p> <p>The SENCO will be informed and an IEP may be considered appropriate.</p>
<p><b><u>Level 3 eg</u></b>  Swearing or offensive language  Racist, homophobic or transphobic language  Physical violence and fighting  Damage to school or personal property  Throwing books and equipment at others  Theft  Confrontational behaviour</p>	<p>The child will be sent to the head, who will inform the parents. The child will be reprimanded and lose playtimes for between one and five days.</p> <p>Persistent offenders will have an IEP and if appropriate a PSP (pastoral support plan)</p>
<p><b><u>Level 4 eg</u></b>  Premeditated physical violence  Physical assault against pupil  Physical assault against adult  Verbal abuse/threatening behaviour against child.  Verbal abuse/threatening behaviour against adult.  Bullying  Racist abuse  Sexual misconduct.  Drug and alcohol possession, use, dealing or abuse.  Damage to school or personal property.  Theft.  Persistent disruptive behaviour.</p>	<p>The child will be sent to the headteacher, who will consider exclusion. In the absence of the headteacher, the child will be sent to the deputy headteacher who may consider exclusion. Where exclusion is not possible then in school exclusion will be used. The parents will be informed immediately and may be asked to attend a meeting at school.</p>

**Promotion of self esteem and personal and social skills.**

The schools PSHE curriculum underpins the schools behaviour policy. The curriculum includes work done in lesson time, circle time and a wider range of activities and experiences across and beyond the curriculum. It offers opportunities for pupils to practise positive behaviour, reflect on their experiences and understand how they are developing personally and socially.

Staff will actively promote each child's self esteem.