



Redwell Primary School Behaviour Policy.

Aim:

At Redwell Primary School we expect that all stakeholders should follow the values of the school. We aim to create a happy, secure and safe atmosphere which encourages self-confidence, co-operation and self-discipline. Emphasis is placed on caring for others and instilling respect for both people and property. This policy is based on the belief that children work better when:

- they work within well-defined boundaries and understand why rules or codes of conduct are needed
- they work in a caring, stimulating and enriched environment
- the work set is differentiated to their needs, where pupils are supported & challenged

We expect:

- The highest standards of respect, politeness and courtesy
- Children to try their best at whatever they do
- Children to work hard and to enable everyone to learn and the teacher to teach
- All staff respond promptly and firmly when dealing with incidents and use the breadth of rewards, sanctions and strategies available
- All staff tailor responses to particular forms of behaviour and ensure that vulnerable groups are supported
- All staff monitor and record all incidents through the use of initial incident forms, behaviour reporting forms of which a chronology is kept and monitored by SMT

Good behaviour arises out of positive attitudes and this principle underpins our approach to behaviour and discipline. Behaviour in school is the responsibility of the whole school community; therefore, the expectation is that all staff, children and visitors show respectful and positive behaviours.

It is the responsibility of the adults in school to be good role models for the children, particularly in terms of how we expect children to speak to adults and to each other, the standard of dress and adherence to the agreed rules and policies. We promote positive behaviour through Personal, Social and Health Education (PSHE), thematic assemblies, our values, individual, group and whole class discussions and through everything that we do.

Redwell Primary school recognises that:

- Inclusion is a thread which runs through policies, the organisation, our ethos, community links, partnerships, curriculum and teaching and learning
- The need to establish, teach and model pro-social behaviours and emotional resilience.
- There are inextricable links between learning, emotional wellbeing, behaviour and attendance
- We need to work at good behaviour, inclusion and emotional wellbeing in the same way as they do at academic standards
- The voice of the children and young people must be consulted, clearly heard and responded to through established and demonstrable inclusive participatory practices and school council

- All adults and young people have a right to feel and be safe within the school environment and a member of their community.
- Restorative principles and practices are more successful than blame and punishment in building and maintaining relationships, and in preventing and resolving conflict between individuals or groups of pupils. There is a growing body of evidence to show that where restorative practices have been adopted on a whole-school basis this leads to a significant increase in attendance, reduction in exclusions, reductions in bullying and anti-social behaviour, increased confidence of staff to deal with bullying and conflict and a calmer and safer school environment.
- Internal exclusion will be used as a consequence for all acts of peer on peer abuse and at the discretion of the Senior Leadership Team (SLT)
- The schools exclusion process will be followed if appropriate:
 1. Internal exclusion
 2. Fixed-term exclusion (Period of time to be decided at SLT's discretion)
 3. Permanent exclusion
- That all strategies will be more successful if parents and pupils understand them, take ownership of them and perceive them to be fair.

Redwell Rules

'We all experience different emotions, but it is how we manage them that makes us stronger'

Redwell rules:

- Behave well
- Be respectful
- Follow instructions
- Be the best you can be

Rewards available:

- Verbal praise
- Stickers
- Show work to other classes/teachers/SLT
- House points
- Merits (Years 2-6)
- Values pebbles

Behaviour sanctions protocol:

1. **Verbal reminder** – A reminder about behaviour choice.
2. **Name recorded (*Amber card*)** – An automatic 1 minute off the next available playtime/lunchtime spent reflecting *e.g. walking with an adult, if they are on duty*
3. **3a. Visit to the ‘Regulation Station’ (*Regulation Station Card*)** – 5 minute visit to the Regulation Station and access the toolkits to regulate their own emotions, returning to the ‘*Green zone*’ ready to learn. (If child is unable to do this then it is a visit to the ‘Regulation Station’ with an adult to co-regulate)
3b. Time out bench at lunchtime (*Blue card*) – 5 minute time out on the ‘Time Out Bench’
4. **4a. Senior Leadership Team (SLT) (*Red card*)** – Invited to meet a member of SLT to discuss behaviour and consequence
4b. Class teacher at lunchtime (*Red card*) invited to see the class teacher to discuss behaviour and consequence (if available)
5. **Head Teacher** – Invited to meet the Head Teacher to discuss behaviour and consequence.

*(Please note – Behaviour incidents should have been investigated by the class teacher and relevant forms filled in **before** steps 4 and 5)*

Policy updated: February 2020

Review Date: February 2022

Redwell

