



## **RISE PARK INFANT SCHOOL** **BEHAVIOUR POLICY**

### **INTRODUCTION**

High expectations and standards of behaviour are essential in order for Rise Park Infant School to achieve its vision of being a place where children can achieve their full potential, friendship thrives between children and in which there is a partnership between teacher and child based upon trust and respect and an ethos of mutual care and consideration.

The purpose of this document is to establish the principles upon which behaviour management at our school is based, and to make clear what strategies should be adopted to ensure that high standards of behaviour are achieved and maintained.

### **AIMS**

The aims of this policy are:

- to develop positive relationships between children and between children and adults
- to encourage children to acquire increasing independence and to take on responsibility for their own actions appropriate to their age and maturity
- to foster self-esteem
- to establish consistency of approach to behaviour throughout the school
- to ensure high standards of behaviour which contribute towards effective learning and an organised, calm community within the school

### **PRINCIPLES**

The following principles underpin our practice in implementing behaviour management strategies, and in ensuring that Rise Park Infant is an orderly, caring environment in which children feel valued, secure and able to enjoy their learning.

**You have the right to learn undisturbed.  
I have the right to teach undisturbed.**

Children are expected to treat all adults with respect. To achieve this:

- Every adult should demonstrate a genuine care and respect for each child as an individual, modelling the quality of relationships that they expect from the children themselves – this applies to their relationships with other adults as well as with children.
- Positive reward and praise are at the heart of the school's ethos as recognition of good conduct is more effective than correction of misconduct.
- Children are involved in drawing up and agreeing a set of rules to ensure that their classroom can be a happy learning environment.
- Everyone will be encouraged to take responsibility for their behaviour following the policy, making informed choices and decisions.

These rules are based on the five whole school rules (see Appendix 1).

- There are clear consequences, both rewards and sanctions, linked to the golden rules.
- The consequences are fairly and consistently applied to all children according to their individual needs
- In all circumstances the teacher remains calm and does not respond to misconduct in an aggressive or uncontrolled manner.

## **WHOLE SCHOOL RULES**

Five core “golden rules” form the basis of rules displayed around school in classrooms, the dining hall, corridors and playgrounds.

They are:

At Rise Park Infant School we always do our best to:

1. Be kind, honest, friendly and polite to others.
2. Follow instructions straight away.
3. Show respect for others through our actions and through our words.
4. Work hard and be a helpful member of our school family.
5. Take care of our school and others’ property.

These rules will be interpreted according to the area.

## **PRACTICE – REWARDS**

Rise Park Infant School has five clear rules which should be adhered to. When a child does this then they should be rewarded. At Rise Park Infant School we put much emphasis upon the rewarding of good behaviour rather than the punishment of bad behaviour.

To do this in class, we use many strategies, which include:

- Verbal praise/pupil responsibility as an incentive/reward
- Stickers/Dojos
- Feedback to parents/ Head of School Award
- Celebration/ Sun/ Rainbow/ Pot of Gold commendation certificates.  
Golden Time
- Class Goals
- Promoting Good Manners

Each KS1 class also works together to achieve ‘Golden Time’ which is given at some period in the week

A Celebration Assembly is held each week in KS1 to celebrate those children who have achieved something during the week, whether positive behaviour, good work or another constructive achievement. A certificate is given to mark this.

Dojos/ tokens will be given out by the staff for affirmative behaviour shown in the playground during break times and green stars during lunchtime. These will be counted at this assembly. The class with the highest number of yellow and green stars for the week will be awarded an extra 5 minute playtime during the following week.

Additionally, a soft toy (Murray the Monkey) will be brought into Assembly each Friday and will be awarded to the class who exhibits the best assembly behaviour. This class will keep the toy for the rest of the following week.

Children are also given designated roles and responsibilities within the school such as Mini Middays, School Councillors, Digital Leaders, Eco Warriors, Meeters and Greeters as well as classroom responsibilities. All children with a specific role are expected to be positive role models for Rise Park.

Each class has a chart showing a rainbow, sun, cloud and rain. All children's names are placed on the sun every day and move up to the rainbow then the pot of gold for exceptional behaviour. Their names are moved down to the cloud. On occasions there may be the need for a child to move to the rain for unacceptable behaviour.

## **PRACTICE – SANCTIONS**

If a child chooses not to observe a school rule, then a consequence or sanction must follow. Sanctions must not be psychologically demeaning or humiliating, and must be approved by the Head teacher/Head of School.

They should be simple to administer in order to keep disruption of the lesson to a minimum. Sanctions should be applied as soon as possible, preferably on the day they are administered, although this may not always be practical. Once given, a sanction must not be withdrawn.

A verbal warning is to be given before a child's name is moved. This needs to be explained why and what will happen if it continues.

'I am now giving you a warning because....'

The child needs to be asked to think about their behaviour and be reminded as to what was said/or done by them, if it is felt that they may misbehave again.

There may be an occasion when a child needs to be sanctioned straight away. This is to be used only when the child's behaviour is deemed to be serious enough to not go through the warning/steps procedure. This may involve:

- Pushing/pinching another child
- Spitting
- Using unkind words

### **See appendix one, two and three for Nursery, Reception and Key Stage 1 sanctions**

With the exception of Golden Time, this process starts new each day and is not rolled over from the previous day.

Exceptionally good behaviour is rewarded by the child's name being placed on the rainbow and then onto the pot of gold and receiving a certificate.

## **Lunchtime/ Playtime**

The process to be followed is:

- Verbal warning
- 3 minutes time out – on time out bench
- 5 minutes time out – on time out bench
- Class teacher to be informed at the end of session
- Further incidents to be referred to the year group leader
- If behaviour continues refer to the Head of School

The midday staff need to record any misbehaviour in the playground behaviour book that warrants a 5 minute timeout. This book is checked regularly by the Head of School so that behaviour can be monitored and addressed accordingly.

The Midday Supervisor also needs to inform the class teacher of low level disruptions at playtime.

## **EXCLUSION**

Exclusion from school will only be used as a final resort when the behaviour is extreme. Instances of when exclusion may be necessary include:

- Serious use of foul and abusive language towards another child or adult.
- Serious physical aggression or violence towards another child or adult.
- Persistent refusal to cooperate, resulting in disruption to the learning and/or well being of other children.
- Leaving the school premises without permission, posing a safety risk to the child concerned and potentially to other children.
- Intentional damage of school property.

The length of fixed-term exclusions will directly relate to the severity of the behaviour.

In all cases of exclusion, the Chair of Governors will be informed and governors will receive a termly report on the number and nature of exclusions. This information is also given to Directors/ Trustees. Should exclusion become necessary on a regular basis the school will contact the Area Education Officer and seek active support from the BSS (Behaviour Support Service), if this has not already been undertaken.

The decision to permanently exclude will only be made when all other available resources and strategies have been exhausted, and it is clear that this step would be in the best interests of the other children in school.

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