

Riverside Junior School **Behaviour Learning Policy**

At Riverside:

'We expect the best for everybody and we expect the best from everybody'

The behaviour of children in school is the responsibility of all staff.

If our children are to get the most out of school we need to promote order, good behaviour and high expectations. Children must learn to respect one another and the people they work with. They must learn to respect property. At Riverside Junior school children learn the need for co-operation, tolerance and understanding. They learn how to work in groups and communicate their feelings – this is a key strategy.

AIM

We expect and teach our children to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times. We will achieve best results if we lay particular emphasis on rewards and praise. It is important that all staff aim at motivating our children to better behaviour by commending and rewarding their successes rather than focusing on their failures and shortcomings. We teach behaviour, just as we do all other subjects in school. We do not 'manage' behaviour: children are learners; not goats to be herded and managed. We are a "high warmth, low criticism" school.

The importance of a 'positive behaviour' strategy

Staffs' interactions with children significantly affect the quality of relationships, so it is important that these are always appropriate and positive.

Inconsistent and negative behaviour strategies adversely affect the general school atmosphere, leading to tension and confusion over what constitutes acceptable and unacceptable behaviour. Therefore it is important to implement a whole school approach, based on an agreed policy and strategies that can be consistently applied.

Studies show that positive behaviour strategies are very effective, and they have identified the successful characteristics that underpin the approach. For example:

- be clear and specific about the behaviour wanted;
- notice and affirm good behaviour when it occurs, informally and formally;
- establish predictable and fair consequences for inappropriate behaviour;
- support pupils who have difficulty in experiencing success;
- ensure that all aspects of school organisation are consistent with the policy.

Adopted strategies should offer staff and pupils a structure of support without being too restrictive. A positive behaviour policy does not require everybody to adopt exactly the same strategies, providing that those used by each member of staff support an appropriate level of consensus and consistency. Various strategies will be used to recognise, reinforce and support positive behaviour, constituting our 'reward system'. Before adopting a strategy, a teacher must ensure that it conforms to the following principles:

- It is fair:
- It is not unnecessarily complicated or excessive
- It rewards behaviour, not just 'good work';
- It is not too intrusive, and does not disrupt day-to-day classroom activities;
- It uses 'lightweight' rewards, which are the most effective;
- Most rewards are not tangible, but to do with human warmth;
- Rewards are only effective if the majority of pupils are getting them;
- There is an interesting and varied hierarchy of rewards so that, as far as possible, the menu provides for most pupils;
- The use of rewards does not become excessive.

We all want our children to do well. For some children, their natural sense of achievement reinforces their learning cycle. For others, we need positively to acknowledge their efforts and publicly to share their successes to help them as much as possible. This is all part of an effective, differentiated 'Behaviour Learning' approach.

Celebrating Success at the Whole School level

Weekly celebration certificates in the celebration Assembly
Certificate for 100% attendance at the end of each term
Each class will have their own systems of rewards e.g. 'marbles in a jar'/classroom raffle tickets/sticker account books etc
Good to be Green positive reward system
Good work – pupils to show HT , work photocopied and displayed, outside heads office and around school -recognition in assembly
Birthdays – session in Nurture Room
Team points – announced in Friday assemblies – the team with the most points earns a termly reward

The implementation of this whole school policy should ensure that everyone involved with the school will:

- promote good behaviour and discipline
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensure fairness of treatment for all
- respond consistently to both positive and negative behaviour
- promote early intervention
- provide a safe environment free from disruption, violence, bullying and any form of harassment
- encourage positive relationships between staff and parents/carers in order to develop a shared approach to the implementation of the school policy and procedures

All adults and children in school are expected to abide by our Golden Rules, which are 'rules for life and not only for school'. Children understand that if the adults contravene these key rules then there would be a consequence for them – so too do adults. The 'Riverside Rules ok!' are:

At Riverside Junior School we...	So that...
Make our problems smaller not bigger	We can sort them out quickly and feel happy again
Keep safe hands and feet	We do not hurt ourselves and other people
Focus not fuss	We own our own behaviour
Are honest and tell the truth	We can trust each other
Listen to each other	We understand each other
Work hard	We achieve our Riverside Best
Look after the things in our school	We have a pleasant place to learn
Choose our words carefully	We show respect for other people.
Are in the right place at the right time	We are safe and secure.
Walk around school sensibly	We are safe and secure

When a child has broken a rule – the Riverside way is ALWAYS to ask them first 'what rule have you broken?' Adults do not tell children what they have done wrong; children tell the adults. This develops our children's sense of responsibility, consequence and accountability. If they cannot remember the rule – this will be the first aspect of discussion. Children must also start all discussion about the infringement with the first person pronoun 'I' NOT 'he' or 'other child's name'. Again this re-inforces personal accountability for behaviour choice.

At the beginning of the school year each class should discuss rights and responsibilities as part of establishing a class code. These should be made explicit by being displayed in the classroom so that everyone can see them and they can be shared at appropriate times throughout the year. Children must also learn the Riverside rules at the beginning of the year and revisit them every half term. Children must also learn and know the Riverside Best Commitment - we expect the best for and from everyone.

Dealing with inappropriate behaviour

All inappropriate behaviour should be dealt with in the child's own time with the class teacher. (Following the Good to be Green system)

In only very exceptional cases, when the red card stage has been reached, should children be removed from lessons. Lessons are for learning; not for discussions about behaviour. If a child does need to be removed – this must be done following the Good to be Green code; known and understood by all at Riverside.

The Learning Mentor, Head teacher or Deputy Head teacher will discuss the problem with the perpetrator and decide on a consequence. These might include:

A letter of apology

Some community 'pay back' eg tidying the mess they may have created

An 'I' message

All children who are referred to LM, SLT will be recorded in the school's behaviour book. After 3 referrals in any half term, their parents will be informed and invited into school to discuss the situation.

Children are referred by an adult. This adult MUST also speak with the member of staff during the lunchtime to check on the outcomes of the referral. This reinforces the collegiate working of supporting positive behaviour at Riverside – it is not the prerogative of the SLT alone.

We do not 'waste' time on supporting children with behaviour issues; we 'give' it. Often it is not the thing we would be choosing to give our time to – and we should explain this to children – however, we are not 'wasting' our time. Our job is to support children who find consequential behaviour challenging (as we do those who struggle to acquire phonics, for example), so giving it, to achieve this aim, is certainly not a 'waste'.

'I' messages

Children are taught from the earliest phase at Riverside to share an 'I' message to explain both the problem and to identify a solution.

The formula is:

'I felt ...' (sad, upset, angry etc)

'When you ...' (pushed, kicked, said something unkind)

'I would like you to ...' (say sorry, not do it again, be a kind friend again)

Adults should also model this formula for conflict resolution – with the view that this is a quick way to 'make problems smaller'.

Once the problem is made small – it goes in the 'bin' and stays there.

Anti-bullying policy

We believe that all children in our care should be provided with an environment that is safe and secure. Children are actively encouraged to report bullying and will be positively supported by all staff. All allegations will be referred to a teacher and to the Headteacher, investigated thoroughly and appropriate action taken in accordance with Local Education Authority guidelines.

Exclusion

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term.

A child will also receive fixed term exclusion if the incident in the opinion of the Head teacher is serious enough for the child to be immediately excluded without prior strategies being employed.

If a child is excluded from school for a fixed period of time then the following guidelines will be followed. If the exclusion is for one day then the child's parents will be informed by telephone and a letter sent explaining the exact reason for exclusion and circumstances surrounding it. A notification of exclusion form must also be sent to the LEA. If a child is excluded for more than one day the same guidelines will apply but the child MUST be sent home with work to do and if returned will be marked by a teacher.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.