



## **Radipole Primary School**

### **Behaviour Policy**

**Signed:** .....

**Chair of Governors**

**Date of Approval:** May 2015  
**Date of Next Review:** May 2017

*This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

## **Radipole Primary School Behaviour Policy**

*(To be read alongside Anti-Bullying Policy, Behaviour Flow chart)*

### **Rationale**

**It is the aim of our school that every member of the school community feels valued and respected so that they are able to learn and fulfil their potential. Each person is treated fairly within our caring community, whose values are built on mutual trust and empathy.**

*This behaviour policy is designed to support the way in which all members of the school community can live and learn together collaboratively, in an environment where everyone feels happy, safe and secure.*

### **Objectives:**

To promote the values of honesty, fairness and respect

To develop children's awareness and understanding of how their own behaviour affects others

To provide children with the tools and strategies to manage their own feelings and solve conflicts successfully

To apply a clear, consistent approach to promoting good behaviour, whilst recognising that the needs of individual children will require a range of behaviour management strategies to be used

To communicate effectively with families to enable children to move forward and make progress

### **Promoting good behaviour**

A range of whole school strategies are used to promote and reward good behaviour:

Each child belongs to one of four teams and team points are used by all members of the school community to recognise positive effort in terms of work and behaviour. Each week, the winning team is rewarded with an extra playtime and points are added together to win the termly award. Children compete in these teams in sporting events and work as teams in many other areas of school life.

Throughout the year, during assembly times, opportunities are used to promote positive actions, friendship and respect for others. There is a strong emphasis on understanding the issues surrounding bullying and 'Friendship' weeks are held to enable children from different classes to work together on ideas for building positive relationships with others.

Radipole is a 'Rights Respecting School' and regular events are held to engage and educate the children about how their behaviour and actions can affect others.

We have an active School Council which works to ensure that children's views are taken into account when decisions are being made that affect them.

Social and Emotional Aspects of Learning are taught, in class, through the Jigsaw Scheme. Class 'Circle Time' is used to discuss and develop thinking around particular issues and small focussed 'Talkabout' groups are offered to those pupils with particular behaviour and/or social communication needs.

All aspects of PSHE are interwoven throughout the curriculum and playtime. They are also supported by assemblies and displays around the school.

In order to encourage good behaviour and motivate pupils to learn, each class has a system in place which clearly defines what is expected. The 'Class Charter' which outlines the

expectations of behaviour within their class is revisited regularly and rewards and consequences are clearly linked to these expectations.

There are opportunities for all children to contribute to and earn 'Whole Class' rewards through positive actions and good behaviour. A variety of strategies are used to enable these to be achieved including marble jars, team points, rainbow charts etc.

### **Managing Bad Behaviour**

Children are given visual reminders and explicit verbal warnings about the consequences of bad behaviour. They are given opportunities to correct their behaviour, however; if they continue to make wrong choices then consequences will follow. These may include missing out on playtime or whole class rewards.

When a child's behaviour is disrupting others, a range of sanctions may be used.  
( See *Behaviour Flowchart*)

If behaviour continues to disrupt learning then they will be moved elsewhere to reflect on their actions. This could be to another area of the classroom, a colleague's room, a senior leader or to the Head teacher.

All pupils are expected to 'repair' a situation which has been caused by their own behaviour. They are encouraged to apologise either verbally, or through a written letter or card.

Parents will be informed when behaviour is unacceptable. When there are continuing episodes of poor behaviour, a system will be put in place to enable regular communication between the class teacher and parents. This could be through a home-school diary, regular 'phone contact or e mails.