



BEHAVIOUR POLICY

RGS Springfield
May 2020

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This policy was rewritten after discussion with staff and the School Council in Trinity 2016. It will be regularly reviewed.

Principles

The purpose of the behaviour policy is to enable everyone – pupils, staff and parents to share responsibility for creating an atmosphere which is conducive to a successful and happy school community.

At RGS Springfield School we believe that courtesy, consideration and common sense are important aspects of a child's education. We aim to provide a friendly, caring, calm and purposeful environment in which children can enjoy learning. We encourage pupils to respect property and take a pride in their school and the community in which they live. Good behaviour and learning achievement are valued and celebrated by the whole school community.

Any form of corporal punishment is prohibited.

Aims of the Policy

- To create a school community that is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
- To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
- To help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for others.
- To create an atmosphere where learning can take place.
- To develop a consistent approach to the application of rewards and sanctions, which are known, understood and agreed to by all.
- To encourage children to be honest, considerate, and tolerant and to take pride in their appearance.
- To manage pupils' behaviour effectively by a whole school approach to behaviour management that is clearly understood by pupils, parents and staff.
To make boundaries of acceptable behaviour clear and ensure children feel secure.
- To recognize that rewards and sanctions need to be age appropriate.
- To promote a partnership of shared responsibility for behaviour.

Objectives

- Promotion of good standards of behaviour
- Undertaking regular review of the behaviour policy and provide training for staff in effective behaviour management.

- Developing our focus on promoting positive behaviour by evaluating and developing our use of incentives and rewards.
- Ensure rewards are fairly given and encourage ongoing effort and application
- Using Assemblies, Form time, rewards and responsibilities and PSCHE to provide shared values and respect for each other and to celebrate children's positive attitudes to learning and behaviour.
- To ensure children understand our expectations, to this end Form teachers discuss school rules with the children at the beginning of every term.

Whole staff approach

- Every teacher has a responsibility for ensuring good behaviour of the children in the classes they teach and the maintenance of standards throughout the school.
- All staff are expected to follow the behaviour policy and to follow agreed procedures for management of poor behaviour when necessary.
- All staff are encouraged to apply rules, rewards and sanctions as consistently as possible and to treat all children fairly and with respect.
- All staff should keep records of positive and negative behavioural issues so that individual children can be praised or supported as necessary. See appendix.
- All staff are encouraged to be good role models for pupils, setting high standards for behaviour, work and respect.
- Teachers will endeavour to form good working relationships with parents to ensure everyone works to the child's best interests.
- Parents are expected to support the school in all matters of behaviour by encouraging their children to have a positive attitude towards the standards and ethos of the school and to develop good practice in all situations.

We consider it important that praise and rewards should have a considerable emphasis within the school and pupils will thus achieve recognition for positive contributions to school life. Contributions include sound academic work, effort, good behaviour and adherence to the code of conduct. Attention should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of the school's code of conduct supported by a balanced combination of rewards and punishments, consistent with the school's ethos. It is important to develop and maintain consistency in the application of the reward system and to value individual contributions.

Each child is a member of a house, and positive and negative points are counted each week for a running house total. The House with the most points wins a termly trophy.

Rewards

We wish to encourage a school where every individual is valued. To help us achieve this we distinguish between informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards such as the giving of stars and commendations for further agreed aspects of school life.

Examples of informal rewards which staff are encouraged to use to develop a positive relationship with children in the school are:

- General praise and encouragement, which should be used as much as possible in and out of the classroom.
- The Headmistress or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate.
- Staff can send good pieces of work/exemplary effort/ improvement to the Headmistress or Deputy for individual recognition by a Headmistress' Award.
- Recognition to be given to success of differing kinds in Assemblies, this includes achievements and successes outside of school.
- Pupils' work to be displayed as much as possible in order to give recognition to it.
- Weekly newsletter (SpringE) posted on the website and emailed to parents is used frequently covering a wide variety of academic and non-academic achievements in "Gold Book" and class news stories.

Formal Rewards System

- Staff encourage children by giving praise for work well done and for worthwhile contributions to school events.
- Good work and effort are rewarded through positive rewards, which contribute to house point totals. These are divided into two types, stars and commendations.
- Stars. A member of staff can award a star for a good piece of work, achievement or good conduct. When awarded for academic work the star should be recorded in a child's book and dated on the work and given to the child. The member of staff is then responsible for recording it on the form notice board. A star is worth 1 point for the house total. No more than 3 stars can be given at once time.
- If academic work, achievement or conduct has been exceptional then a commendation can be awarded. This is worth 6 points for the house total. Commendations should be reserved for exceptional work, effort or action and not a reward for doing jobs or helping around the school.
- A Commendation should be recorded in the child's book or given to the individual child. Again, the form teacher is responsible for recording it on the form notice board. Commendations should only be given singly unless discussed with the Headmistress or Deputy.
- Individual effort in each form (Dragonflies to Year Six) is rewarded by certificates each half term for the highest total of house points in that form including commendations.
- If an individual child consistently achieves several commendations, the form teacher will write a card or email to the parents and the child recognising exceptional effort.
- Nursery staff use stickers as rewards to encourage good behaviour as well as stars.
- In Year 1 and 2 incentives such as "golden time" may be adopted to encourage a positive ethos or reward and consequences.
- A 'Gold Book' award is presented to one child from each class in Friday assembly. This covers effort, behaviour and achievement but can be used to boost a child's self-esteem in other ways. A Headmistress' award is given each week for a range of notable achievements.
- At the end of the year, cups trophies and certificates are awarded in the final assembly to recognise the breadth of effort and attainment by pupils.

Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor infringements. It is expected that children at the younger end of the school will not be given any negative sanctions but other age appropriate strategies applied such as time out. Positive behaviour management strategies are always applied to help children understand behaviour and the consequences. This can include discussions with the child, guidance, traffic light monitoring or report cards to help modify behaviour and identify triggers.

An appropriate sanction is one which is designed to put matters right and to encourage better behaviour in future. Thus, it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction, which is designed to humiliate a pupil or pupils. Wherever possible pupils will be spoken to separately about sanctions but we recognize that this is not always possible.

Children will be given clear verbal warnings if behaviour is unacceptable before a sanction is applied. Misdemeanour

Informal Sanctions

Any child who has not achieved a satisfactory standard in their work is seen by their form teacher initially and encouragement is given for improvement, an informal sanction may be applied such as finishing work within a break time as a one off. This should be noted on the child's behaviour log.

Any unacceptable behaviour is dealt with first by the member of staff concerned; this is then reported to the form teacher. Examples of this may be silly or inappropriate behaviour at playtime or lunchtime.

Staff should inform the child clearly what they have done wrong and should ensure that the child knows what standard of behaviour they expect to see in the future.

Form teachers should log unacceptable behaviour on a behaviour log. Behaviour logs are discussed at half termly intervals at a staff meeting.

Formal Sanctions

If the informal approach above has had no impact in improving a child's behaviour then more formal sanctions may need to be applied. These will help the child understand the consequences of their action. Positive strategies will also help the child to understand where they may have gone wrong and how to avoid the situation arising again will be employed wherever possible. These will be decided on an individual basis depending on the child and the issues raised.

Minus

This will be given to a child for repeated poor behaviour or poor homework or effort, this should be noted on the behaviour log. A form teacher should inform the parents if a child has been given more than one minus for the same reason.

More serious offence such as unkindness, dangerous actions or rudeness must be dealt with appropriately. It is important that this record of serious bad behaviour is kept for future reference and recorded on the behaviour log. The Headmistress or Deputy will inform parents of such incidents.

If in doubt or a member of staff wishes to see advice all concerns about behaviour should be referred to the Deputy Head or to the Headmistress. The child will be seen by the Headmistress, a suitable punishment will be served and parents informed by the Headmistress.

There is a relationship between the principles of our Equal Opportunities Policy and behaviour policy. Consistency in the application of any sanction or punishment also has a gender based /equal opportunities dimension. Thus, sanctions which are differentiated solely on the grounds of gender, should be avoided.

Monitoring of this policy and its implementation will be conducted regularly in staff meetings and by SLT, Headmistress and Deputy Head and Head of Early Years as well as all staff in regular pupil reviews. The views of children are regularly sought a School council meeting as well as in discussion in form times and PHSCE.

Sponsor: Laura Brown

This policy was reviewed and rewritten in Trinity Term 2016

Endorsed on the 7th day of September 2016 by the Education Committee

Next review date August 2017

Reviewed July 2017, no amendment necessary. Laura Brown

Endorsed on the 1st day of August 2017 by the Education Committee

Reviewed July 2018, no amendment needed. Laura Brown

Endorsed on the 26th day of July 2018 by the Education Committee

Reviewed July 2019, no amendment needed. Laura Brown

Endorsed on the 15th day of July 2019 by the Education Committee

Reviewed May 2020 no amendments. Laura Brown

Endorsed on the 18th day of May 2020 by the Education Committee

Behaviour Log

This log should be used to record behavioural incidents for a child and then brought to a half termly staff meeting. The purpose is to ensure that staff have a written record of incidents and any sanctions given. It also allows staff to look for patterns in behaviour and to support the child as necessary. A new log will be started in each year and the previous one filed in the headmistress' pastoral file.

Behaviour management strategies such as traffic lights, report cards may be attached to this record.

Childs Name:		
Year Group:		
Incident	Sanction given	Date and signature

Rewards and sanctions guidance for staff.

Informal rewards	Informal sanctions
<p>General praise and encouragement, which should be used as much as possible in and out of the classroom.</p> <p>The Headmistress or other appropriate members of staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate.</p> <p>Staff can send good pieces of work/exemplary effort/ improvement to the Headmistress or Deputy for individual recognition by a Headmistress' Award or praise.</p> <p>Recognition to be given to success of differing kinds in Assembly, this includes achievements and successes outside of school.</p> <p>Pupils' work to be displayed as much as possible in order to give recognition to it.</p> <p>Weekly newsletter (SpringE) posted on the website and emailed to parents is used frequently covering a wide variety of academic and non-academic achievements in "Gold Book" and class news stories.</p>	<p>Child is given clear verbal warnings on unacceptable behaviour or work.</p> <p>Any child who has not achieved a satisfactory standard in their work is seen by their form teacher initially and encouragement is given for improvement, an informal sanction may be applied such as finishing work within a break time as a one off.</p> <p>Any unacceptable behaviour is dealt with first by the member of staff concerned; this is then reported to the form teacher. Examples of this may be at playtime or lunchtime.</p> <p>Staff should inform the child clearly what they have done wrong and should ensure that the child knows what standard of behaviour they expect to see in the future.</p>
Formal Rewards	Formal sanctions
Positive rewards	Negative sanctions
<p>Star, worth 1 house point, good work, reward for behaviour, effort or doing jobs. No more than 3 to be given at one time</p>	<p>Minus. Poor work, incomplete homework, silly behaviour such as not listening, disrupting others or minor disobedience. Record on behaviour log.</p>
<p>Commendation, worth 6 points For exceptional work, attitude or behaviour using initiative. Form teacher let parents know by email or diary or card. If an individual child consistently achieves a number of commendations, the form teacher will let the Headmistress know who will write to the parents and the child recognising exceptional effort.</p>	<p>For serious misdemeanours, deliberate unkindness, rudeness, more serious disobedience, bullying.</p> <p>Report on behaviour Log and if bullying, bullying incident form. Let LB/IRG know ASAP. LB or IRG to phone parents to discuss or arrange meeting. A suitable sanction can be applied.</p>