

# REDFIELD EDGE PRIMARY SCHOOL

## BEHAVIOUR POLICY

### Rationale

At Redfield Edge, we have a positive approach to the behaviour of children in school in order to build people, not resentment. We feel that pupils' behaviour should help their learning not obstruct it.

### Purpose

Our school aims to provide a happy, safe and secure environment for those who work here, or visit us.

- For the happiness and smooth running of our school, we foster positive, caring attitudes towards one another and the environment.
- To acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed.
- To support, help and encourage self-esteem in all.
- To listen with care to the views and opinions of one another and value them.
- To provide support systems where children can reflect and talk about their actions to enable them to take responsibility for themselves.
- That we respond in a polite and thoughtful manner to one another and show the children a culture of respect.
- To take responsibility for our actions and to realise that we have choices that will have different consequences.

### Guidelines

The school environment plays an important part in promoting positive behaviour. This will be achieved by providing teaching environments which are stimulating and promote positive behaviour. The school has adopted a set of '**Golden Rules**':

Be gentle.....	Don't hurt anyone
Be kind and helpful.....	Don't hurt people's feelings
Be honest.....	Don't cover up the truth
Work hard.....	Don't waste time
Look after property.....	Don't waste or damage things
Listen to people.....	Don't interrupt
Talk quietly indoors.....	Don't shout
Walk indoors.....	Don't run

### **Respect adult authority**

In addition there are also **Guidelines for Playtimes** (Appendix 1)

We encourage a positive attitude towards children's achievements and foster good behaviour through the use of praise. Praise is given in a variety of ways. We give rewards appropriate to the needs of the individuals.

The use of rewards for children is effective. Amongst those used at present are:

- comments and stamps on children's work
- 'smiley' and other stickers from teachers and the Headteacher
- certificates for gaining particular number of 'smileys' or in recognition of a specific achievement
- public praise in front of peers
- special celebration in assemblies where public mention is made of work or behaviour
- recording achievements in profiles sharing achievements with parents
- circle time
- golden time

### **Sanctions**

Sanctions will be used as necessary. All adults and children must fully understand the following process, the reasons behind it and be free to make comments.

- a verbal warning
- name recorded (in a book) for up to 3 times, in one day
- conferencing
- 'time out' in another class (or stay by adult supervising at play/lunch)
- withdrawal of a privilege

Then:

- see Behaviour Management Framework (attached)
- some children may require an individual behaviour plan
- any exclusion of more than 5 days requires the involvement of the LA
- the Headteacher, with reference to the governing body, will retain the right to permanently exclude a pupil if they pose a danger to either themselves, another pupil or any adult. A permanent exclusion would only be executed where all other possibilities had been explored.

All helping adults must be prepared to adhere to this system with direct reference to the teaching staff.

All incidents must be recorded and passed to the child's class teacher, which will be kept in their Behaviour management file.

Through this process, the child must have the opportunity to explain his or her part and be given the opportunity to hear the accounts of those involved in the incident. If a disagreement arises, this should be recorded and the child allowed to have their version written down for the record.

The child must also be advised of the right to complain if he or she feels aggrieved by the incident.

### **Conclusion**

All children feel more secure in a well ordered situation where they know what is acceptable and have help to negotiate the rules. Once the rules have been established they must be used consistently.

Reviewed: May 2016

Signed: \_\_\_\_\_  
Headteacher

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
Chair of Governors

Date: \_\_\_\_\_

To be reviewed: May 2019

## Guidelines for Playtimes

### **PLAYGROUND / FIELD RULES**

- If the whistle goes then stand still and quiet
- Enter or leave the field by the gate only
- Children must ask permission to leave play e.g. to get a drink or to go to the toilet or to get a ball
- No children in school at playtimes without permission.
- Children are not permitted to play beyond the white line by the wall next to the high street.

### **PLAY GROUND GUIDELINES**

- Foam balls only
- No charging games such as Bull Dog or Red rover
- There should be no children on the playground at playtimes without an adult
- Children must not play on yellow hatchings (e.g. no playing in alleyway by the dining hall or passed the line of the building towards reception class)

### **FIELD GUIDELINES**

- Other than soft balls only allowed on the field with permission from adult on duty
- Ball games to be played on SBL's football pitch
- If SBL need the their pitch Redfield Edge pupils must move
- The field must be cleared if the gang mower arrives
- Children are only allowed on the field with adult permission

### **BEFORE SCHOOL STARTS**

- No games on the playground
- No riding bicycles on the playground
- No dogs on the playground
- All children to line up when the bell goes (Those children on the field to move quickly)

### **AT THE END OF THE DAY**

- All school rules still apply

### **WET PLAYTIMES**

- Children to sit either on a chair or the floor
- No scissors to be used
- No computers to be used
- Only special playtime materials to be used
- Children to tidy up before the afternoon session starts
- Teachers to be back in class 5 minutes before the afternoon session starts