



# North Rigton Church of England Primary School

## Behaviour Policy

### Rationale:

At North Rigton Church of England Primary School we want our behaviour policy to ensure that our children grow into caring, self-disciplined and independent learners who acquire skills, confidence and spirituality. We want them to develop self-esteem act upon a personal set of well-founded values, beliefs and attitudes with an increasing sense of personal responsibility towards, and as members of, the community.

### Aims:

We aim to:

- promote our Christian Values to encourage all members of our community to care for one another and help and support one another
- promote self-discipline so that children learn to accept responsibility for their own behaviour as well as give and accept forgiveness.
- have a consistent approach to behaviour throughout the school by providing clear boundaries and teaching appropriate behaviour
- promote and encourage the behaviours demonstrated by effective learners
- promote a culture of responsibility and independence rather than simple compliance
- provide a calm, safe, purposeful and happy atmosphere within school at all times
- ensure that every member of the school community behaves in a considerate, co-operative way towards others
- make appropriate, reasonable adjustments to behaviour strategies for individual pupils with specific needs

### How will we do this?

All adults in school have an important responsibility to model high standards of behaviour, in their dealings with the children and with each other, as their example has an important influence on the children.

Clear behaviour principles in the form of a simple yet powerful set of values (**The North Rigton Behaviour Tree - Appendix 1**) are displayed round school. These are re-visited at the start of the academic year and re-visited continually throughout the year.

Wherever possible a problem solving approach will be adopted by children and adults to resolve differences. Sanctions may still need to be used but the decision is shared and explained.

Where unacceptable behaviour becomes a persistent problem in an individual affecting his/her work, then a behaviour record will be kept. We will seek the support and co-operation of parents/carers. We will involve parents for feedback on positive behaviour as well as unacceptable behaviour.

### Supervision outside classroom, before and after school, during break and at lunchtime:

School begins at 8.50 promptly. A member of staff will be at the school entrance on duty from 8.50am. Teaching staff will be in classrooms from 8.45.

School ends at 3.30pm. Staff will go into the playground with their class to ensure parent/carers are there to collect their children. At the end of break a whistle is blown once and the children all stop. They stand and wait in the playground until the second whistle is blown at which time they walk calmly to their line. At lunchtime the midday supervisors are responsible for the children and their

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well-being. At the end of lunchtime the whistle is blown once and the children stop. They stand and wait in the playground until the whistle is blown a second time at which point they stand in line.

Children walk quietly around the school building. They give way at doors and respect other people and their property. At assembly time they enter the hall calmly, listen carefully and take time to think.

### **Roles:**

Governors are responsible for:-

- Supporting a school, which provides a calm, safe, purposeful and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the school has a policy, which is implemented, communicated, published, monitored, evaluated and reviewed.
- Making appropriate resources available for the policy to be fully implemented.

### **Head teacher and Staff (teaching and non-teaching) are responsible for:-**

- Providing a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Discussing and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and the North Rigton Behaviour Tree and that they have the necessary skills to deal with situations as they arise.
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents informed of behaviour issues as they arise.

### **Parents/Carers are responsible for:-**

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.

### **Pupils are responsible for:-**

- Following the behaviour principles as set out in the behaviour expectations
- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Actively listening to others.

### **Planned Intervention (de-escalation)**

The shared view of staff and governors is that certain types of behaviour are unacceptable – for example, bad language, verbal abuse, shouting, screaming, bad manners, aggressive behaviour, bullying, disrespectful behaviour and racism.

In the event that an example of this kind of behaviour should occur we recognise that consistency of approach is required. It has been agreed that the following procedure is appropriate:

- We will make sure that the child is safe.
  - We will talk quietly and calmly with the child, offering advice and support and avoiding an audience.
  - We will be prepared to listen to the child and encourage a dialogue with them.
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- We will tell the child what we expect of them (reference to The North Rigton Behaviour Tree)
- We will identify the appropriate level of consequence

## **Learning Behaviours (The North Rigton Learning Tree – Appendix 2)**

### **Principles:**

- I work hard, take responsibility for my learning, enjoy challenges and take pride in my work.
- I actively listen, tracking my teachers, so that I can ask questions and answer thoughtfully.
- I will look after and respect all property and equipment.
- I work and play well with others and know I can learn from them.

## **Promoting Good Behaviours**

At North Rigton good behaviour is a basic expectation. In order to reinforce and encourage the type of behaviour that reflects the ethos and values of the School there is a set of actions which all staff follow in order to encourage and promote effective learning behaviours in addition to class based sets of actions. Whole school Promoting Good Behaviour actions include:

- Yellow and white ribbons – recognition in Collective Worship of children who have promoted our behaviour and learning values
- Marvellous Me badges – Badges sent home via the Marvellous Me app to family members celebrating when children have promoted our behaviour and learning values
- Visits to the Head Teacher

## **Consequences**

In the event of unacceptable behaviour we recognise that consistency of approach is required. Children need to be reminded of the expectations without this process distracting from teaching and learning – we follow a three-step process:

1. Each class has its own set of initial consequences.
2.
  - Time Out from playtime
  - Visit to the Head Teacher
  - Recording of behaviours
3.
  - Discussions between class teacher and or Head teacher & parent/carer
  - Child placed on report
  - Fixed-term exclusion
  - Permanent exclusion

## **Recording behaviour incidents (severe behaviour)**

Any serious incidents relating to behaviour will be reported by staff to the Head teacher. A written record will be made by the staff involved and kept by the Head teacher under lock and key. The incident will be reported to parents and carers as appropriate and other agencies will be informed as appropriate.

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**Training**

Staff will have access to training when and where appropriate.

Date: January 2018

Attached:

Appendix 1: The North Rigton Behaviour Tree

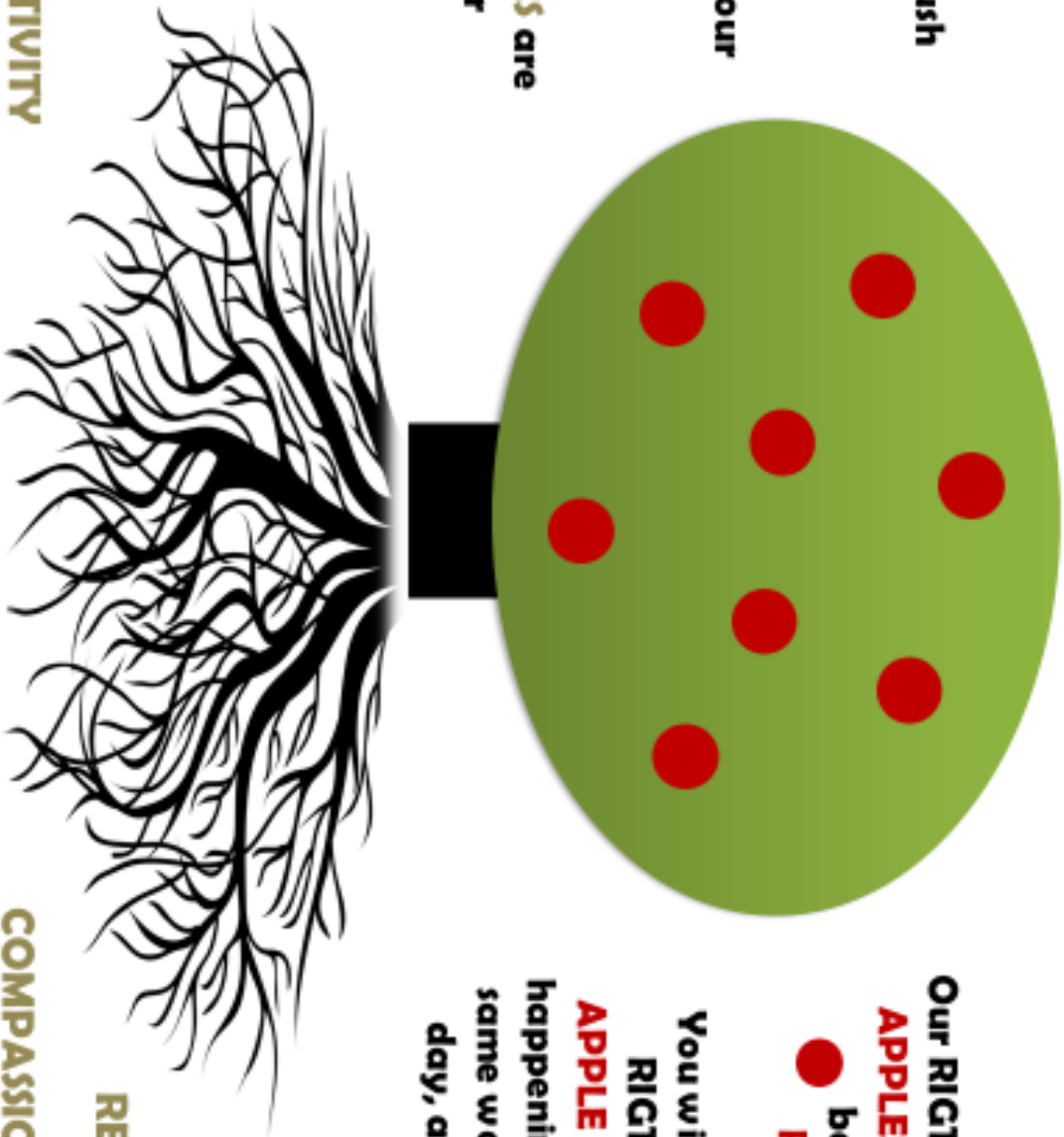
Appendix 2: The North Rigton Learning Tree

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# THE NORTH RIGTON BEHAVIOUR TREE

As our roots push deeper, our canopies will flourish and produce fruit: our **RIGTON RED APPLES**.

Our six **VALUES** are the roots of our behaviour.



Our **RIGTON RED APPLES** are our behaviour **RITUALS**.

You will see our **RIGTON RED APPLE RITUALS** happening in the same way, every day, across our school.

**KOINONIA**

**POSITIVITY**

**PERSEVERANCE**

**INDEPENDENCE**

**COMPASSION**

**RESPECT**

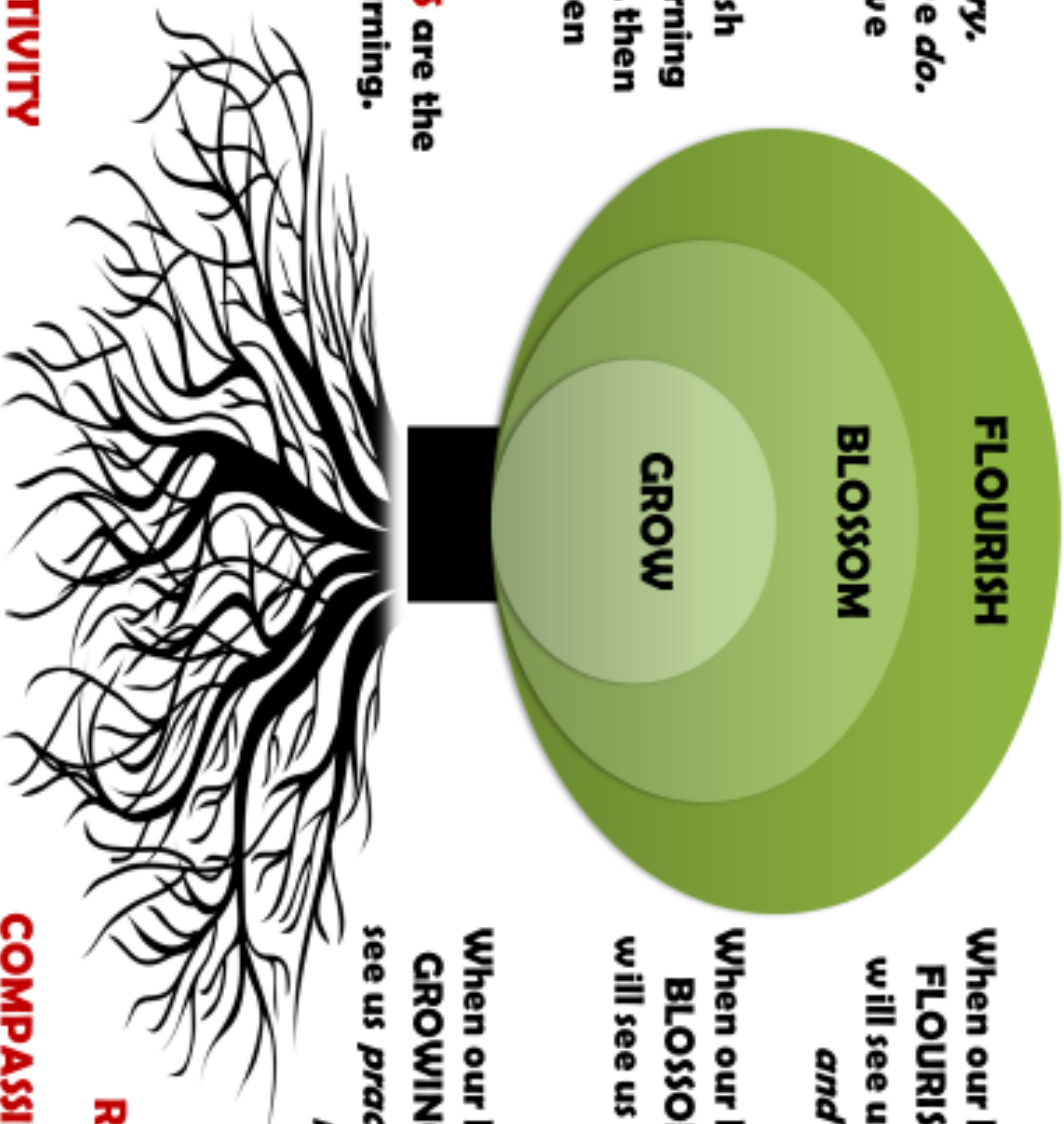


# THE NORTH RIGTON LEARNING TREE

To GROW we *try*.  
To BLOSSOM we *do*.  
To FLOURISH we *create*.

As our roots push deeper our learning canopies grow, then blossom and then flourish.

Our six **VALUES** are the roots of our learning.



When our learning is **FLOURISHING** you will see us *choosing and changing*.

When our learning is **BLOSSOMING** you will see us *using and applying*.

When our learning is **GROWING** you will see us *practising and repeating*.

**KOINONIA**

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