



Rainbow Forge Primary Academy
A L.E.A.D. Academy

SCHOOL BEHAVIOUR POLICY

July 2017



Rainbow Forge Primary Academy

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Behaviour Policy

Opening Statement

This document is a statement of the aims and strategies for ensuring positive behaviour at Rainbow Forge Primary Academy.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Rainbow Forge Primary Academy. It aims to produce a consistent approach to handling behaviour in the academy.

A separate anti-bullying policy exists outlining how we deal with bullying in our academy. Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying and any other forms of intimidation will not be tolerated. At Rainbow Forge everyone is expected to treat others with kindness and respect and to care for each other.

Our School Vision

We envision happy, polite children who have fulfilled their potential to become confident, resilient learners who are well prepared for the future.

Mission Statement

Our mission is to be an inclusive, innovative place of learning where children are nurtured and supported to become successful, motivated individuals in every aspect of their life.

We will achieve this by:

- Creating a welcoming, calm school where children feel safe and well cared for
- Working in partnership with families to ensure children's wellbeing and achievement
- Instilling a sense of responsibility, pride and independence
- Developing self confidence and realising talents through a rich, exciting curriculum
- Promoting cooperation and mutual support
- Encouraging perseverance and determination through challenge and high expectation
- Fostering sensitivity, empathy and acceptance of others' opinions, beliefs and cultures



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- Nurturing compassion for one another and developing the skills of friendship, self management and conflict resolution
- Helping children to develop attitudes to ensure they maintain healthy minds and bodies
- Cultivating an understanding of our responsibilities as local residents, British citizens and members of the wider, global community
- Ensuring we stay up to date with new approaches to learning and technology in the ever changing world in which we live

Aims

The academy behaviour policy is designed to support the way in which the members of the academy can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce academy rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn and help children to develop the skills to self manage their own behaviour.

Expectations

At our academy we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this academy community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the academy rules and that each class has its own set of expectations.
- Teach, through the academy curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.



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A Positive Nurturing Approach

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. We aim to teach children the life skills necessary to solve their own problems as they move through academy and to build resilience. These skills are taught through our curriculum using a comprehensive PSHE curriculum, Conflict Resolution, Cooperative Learning Strategies, circle times, assemblies, Bucket Filling weeks and through individual restorative discussions. Good behaviour arises from good relationships and from setting clear expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Rainbow Forge Primary Academy are that:

- All behaviour is a form of communication.
- Behaviour must be taught.
- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a restorative approach with a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Academy Expectations and Rules

The academy's key rules are:

We are good learners

We are honest

We are kind and gentle

We listen

We keep each other safe

We look after property

We are polite and well mannered

These are displayed in posters and photographs around the academy. The rules are actively taught through Circle Time and assemblies.



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Learning Behaviours

Learning behaviours are taught through differentiated learning skills in each year group. Class teachers decide which skill their children need to improve and make this a focus for the week, they share this with the class on Monday morning and then embed into their teaching throughout the week. The pupil who shows the greatest skill or improvement in this behaviour is rewarded by Star of the Week in celebration assembly.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the academy through informal praise. Rewards may involve:

- Verbal praise, positive comments, smiling at children and 'catching them being good'
- Verbal praise to parents about their children
- Receiving Dojo points
- Star of the Day
- Sending good work to the Headteacher
- Special responsibility jobs
- Special privileges (eg, free time)
- Positive phone call, email or text home
- Agreed class reward systems eg marbles in a jar, tally treats
- Star of the week badges linked to the weekly learning skill

Class Dojo

All classes in Rainbow forge use Class Dojo, an online system which allows teachers to reward behaviours through a points system. Parents are invited to join their child's class to view and track their child's rewards.

Dojos are reinforced school wide though the use of Dojo Dollars, the Head teacher and Deputy Head teacher will reward positive behaviours by handing out Dojo Dollars which can be exchanged for points back in the classroom.

We set fun targets for the children to work towards each week in celebration assembly. Spinners are used to randomly select how children can win (e.g. Top 2 pupils from each class, pupils with the most points in a selected rule etc.) and what their prize is (e.g. lunch queue jump, afternoon tea, a phone call home etc.)



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Sanctions

Despite positive responses as a means to encouraging good behaviour in Rainbow Forge Primary Academy, it may be necessary to employ a number of sanctions to enforce academy rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these four over-riding rules:

1. Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

2. Allow time for the pupil to calm down

3. Logical consequences – A logical consequence is a sanction that should 'fit' the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

4. Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every lesson is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained (sanctions will be differentiated to the needs of the children). If the class/academy rules are broken the following sanctions may be taken:

- Children will be given a non verbal warning by the class teacher
- Children will be given a verbal warning by the class teacher
- Time out in class
- Teachers send their pupils to another class.
- Missing part or whole of a breaktime
- More serious behaviour may involve meeting with parents
- In all cases a restorative chat should take place so that the misbehaviour is treated as a learning opportunity and suggestions for improvement are made with clear ownership on the child's part.

Children who need more support

If a child was not responding to the praise and sanctions systems and this was flagged up in the assertive mentoring meeting then an individual behaviour chart would be put into place with clear individual targets and an agreed award if targets are met. Individuals may require a Personal Handling Plan and this will be written by the class teacher and SENCo where necessary, and agreed by parents. This will outline how to



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best work with a child to avoid crisis situations and is shared with all staff to ensure consistent, individualised approach for them. Despite these strategies children may still struggle to behave in an acceptable way and this could be due to an underlying special educational need or disability, in these cases the SENCo works with parents and other professionals to investigate this and provide training and resources to enable teachers to meet the needs of these pupils.

Recording

Significant negative behaviour, and actions taken in response, will be recorded on My Concerns by the member of staff who dealt with the incident. All concerns will then be read by both the Deputy and Head teacher who will decide if further action is required. Some children may also have a home/school book to record reoccurring behaviour.

Fixed-term and permanent exclusions

For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from academy. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from academy. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academy year. She may also exclude a pupil permanently. It is also possible for her to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, she makes it clear to the parents that they can appeal against the decision to the governing body. The academy informs the parents how to make any such appeal.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from academy.



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The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the academy. We are very conscious of the importance of having strong links with parents and good communication between home and academy. Thus, the academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at academy. We expect parents to support academy rules and work with class teachers to improve behaviour where necessary.

We expect parents to behave in a reasonable and civilised manner towards all academy staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the academy will be reported immediately to the Headteacher who will take appropriate action.

If the academy has to use reasonable sanctions to deal with a child, parents should support the actions of the academy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the academy governors.

If a parent or carer is concerned about their child's behaviour at home they can make an appointment to discuss this with the MAST team to gain insight on alternative strategies to use. These appointments are booked through the Deputy Head teacher.

The Role of Non-teaching Staff

All academy staff have a responsibility to uphold the behaviour policy. Non-teaching staff should ensure that children move sensibly and quietly through the academy at all times helping to ensure a calm atmosphere in the corridors, classrooms and other academy areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Play leaders are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.



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The Role of the Class Teacher

Rainbow Forge Primary Academy is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Rainbow Forge Primary Academy are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They should encourage a calm and responsive atmosphere, avoiding shouting.

Teachers should deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the academy rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. It is the responsibility of all teaching staff to pass on information about unacceptable behaviour and parental concerns to SLT via My Concerns.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the academy behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the academy behaviour policy consistently throughout the academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the academy.



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The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. Lastly, it is the Headteacher's responsibility to keep records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.