

# Positive behaviour Policy

## Riverside Academy



***'Learning together, achieving excellence'***

*friendship, resilience, excellence*

### Contents:

Policy overview	Page 1- 4
Parents guide to fixed term exclusion summary	Appendix 1
Anti bullying policy statement	Appendix 2
Home School Agreement	Appendix 3

### **Policy Overview**

Approved: Autumn 2018  
FGB

Review Date: Spring Term 2020

Shared/Academy Polices

Good behaviour and effective discipline are essential to our school ethos. By all working together we can ensure that we are promoting a happy, caring and secure environment. We also maintain that effective learning can only take place in a calm and orderly environment where there is mutual respect between all members of our school community.

Our policy is based on the belief that consistency will ensure the success of this policy.

### **Development:**

This policy was updated in November 2018 and will be reviewed in November 2019 and before if necessary.

The purpose of the policy:

- To promote equal opportunities and ensure all children are treated fairly and consistently;
- To encourage the development of self discipline;
- To establish clearly defined and agreed behaviour expectations;
- To have clear rewards and sanctions system;
- To establish good communication between everyone in our school community.

### **Rights and Responsibilities:**

The following rights have been agreed by the whole school community with all stakeholders' responsibilities:

- **The right to feel safe**
  - Keep our hands and feet to ourselves
  - Be gentle
  - Walk quietly and calmly around school
  - Be polite to everyone all of the time
- **The right to learn**
  - To make sure we listen
  - To stay on task
  - To do our best work in all of our learning
  - To do our homework and hand it in on time
- **The right to be treated with respect**
  - To be polite
  - To treat others fairly
  - Be kind and considerate at all times
  - To help and support my friends

## **Guidelines:**

Our procedures are consistent throughout the school and apply the principles of rewarding the positive but making it clear that negative behaviour is unacceptable. There will always be a consequence for unacceptable behaviour. Our behaviour rewards and sanctions go in progressive stages.

## **Positive Rewards.**

- The teacher or school adult will give praise with the reason why the learning or behaviour is good.
- Positive learning attitudes are rewarded in our Celebration Assembly on Friday which allows us to reflect and celebrate the week's achievements.
- When children demonstrate different traits of our value of friendship, they earn Friendship Points for their class; when 100 points are earned by the class, a reward is earned. Each class chooses their own reward.

## **Reinforcing Good Behaviour Sanctions/Stages**

1. A verbal reminder is given from the teacher or school adult along with 2 minutes of reflection time.
2. A second prompt is given to remind children of the behaviour expectations, along with reflection time. If appropriate, the child may be moved to a different area of the classroom.
3. A yellow card is issued to the child. The Head Teacher or Assistant Head Teacher is sent for.
4. A red card is issued; the Head Teacher or Assistant Head Teacher is sent for and parents/carers will be contacted.
5. Ultimately a fixed term exclusion will be considered if extreme behaviour is displayed.

\*NB If a child exhibits extreme bad behaviour then steps 1-3 may be bypassed and a red card issued.

In extreme circumstances where a child is a risk to themselves or others the staff may use reasonable force or make other physical contact. All staff have been trained in the use of reasonable force and restraint (Team Teach). This would always be used as a last resort and carried out with sensitivity and discretion.

Putting these guidelines into practice requires all adults to be consistent, firm and fair. Every adult needs to treat each child the same. The safety and emotional well being of all pupils is a prime concern. This is how we put these sanctions into practice;

**Stage 1:** A verbal reminder from a teacher or school adult;  
We always explain to the children that negative behaviour is unacceptable.  
We explain why and ask them not to do it again by referring to the school's

Rights and Responsibilities agreement. Time is given for the child to think about and modify their behaviour.

**Stage 2:** A second verbal reminder is given and the child may be asked to move to a different area of the classroom/playground. After this time they will be praised if they have conformed, accessed learning and not disturbed others. They are allowed to go back to their original place if appropriate.

\*If the behaviour is exhibited at lunchtime, a member of SLT will speak to the children at this stage.

**Stage 3:** A yellow card is issued and the Head Teacher or Assistant Head is sent for. The reasons for the yellow card will be discussed clearly, with a focus on the impact of learning and the child will lose their break time.

**Stage 4:** A red card is issued. The Head Teacher or Assistant Head Teacher is sent for and a phone call will be made to the child's parent/carer. The reasons for the red card will be discussed clearly, with a focus on the impact of learning and the child will lose their lunchtime.

**Stage 5:** Ultimately fixed term exclusion if all of the above are unsuccessful. If the child is not compliant and is demonstrating behaviour that is a danger to themselves or others and will not calm down after the 4 stages have been applied then a fixed term exclusion may be applied.

Enclosed with this policy is a parent's guide to fixed term exclusion. Appendix 1.

A decision to exclude is not taken lightly but it is important to send the message that negative behaviour is not tolerated in our school.

#### **Unstructured times of the day:**

Playtimes and lunchtimes can be difficult for some children at different times of their school life. There can be a variety of reasons.

All children are supported with social and emotional needs but the priority is the well being of all children.

If an individual repeatedly displays negative behaviours during lunch time, exclusions will be considered before stage 5.

We are a caring, nurturing school and staff know the children very well and form a strong professional relationship with them. For some individuals indoor positive play will be provided to support their social and emotional needs and to help support them over a troubled time.

A risk assessment, behaviour, welfare and safety plan will be completed with the cooperation and full agreement of the parents/carers, class based staff and head teacher.

#### **How Parents can help at home:**

- By being consistent, using the same rewards and sanctions principles as used at school;
- Always be consistent and follow through what you say with definite actions;
- At school we work on the principle that as adults we are in control and not the children. Children feel secure with clear boundaries;
- Communicate with school if there are any issues at home which may affect children's behaviour in school.

### **Other things we do as a school**

- One of the main things that worry children or promote uncharacteristic behaviour is unpleasantness from other children. As a school we have clear stages the children can go through if they have any worries.
- Included as an appendix to this policy is our anti-bullying policy statement.(Appendix 2)
- Each child has a 'network' of trusted adults and children are taught about feeling safe.
- We liaise very closely with outside agencies such as the language and behaviour support service, educational psychologists and the school nurse.
- We have a clear home school agreement included in appendix 3.

We work with the children to empower them to be responsible and accountable for decisions they make in regards to behaviour.

Our School Council and playleaders give the children extra responsibility for ensuring playtime is safe and happy experience for all children. The playleaders set up games and monitor playground behaviour. The school council comment in meetings with staff about their views and opinions on all aspects of school life and are able to make suggestions for improvements.

### **We expect consistency and good behaviour ....**

- At lunchtimes, our Midday Supervisors use the same rewards and sanctions as we do in the classroom.
- This policy is consistent throughout the school at all times and is carried out by everyone in the school community.
- We respect each other within the school community in the way in which we expect to be treated ourselves. There is never an excuse for anyone in our school community to be subject to physical or verbal abuse and these will not be tolerated.

**This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2012).**



## **Riverside Academy**

### **Learning together, achieving excellence** **Anti Bullying Policy Statement**

September 2018

To be reviewed April 2020

Bullying is seen as any type of deliberately hurtful behaviour. It is often repeated and happens over a period of time. Bullying occurs when it is difficult for the person being bullied to defend themselves.

There are three main types of bullying:

- Physical-hitting, kicking, taking belongings;
- Verbal – name calling, insulting, comments;
- Indirect – excluding someone from a group.

We have to take care to distinguish between bullying which is repeated behaviour and actions that lead to unacceptable behaviour.

#### **Policy:**

It is made clear that we do not tolerate bullying of any description at Riverside Academy. Children are encouraged to tell adults if they feel that they are being subjected to any form unacceptable behaviour. Staff are vigilant and proactive in their approaches to dealing with it at all times. Discussions of times when children have been subject to any hurtful incidents are included in P.S.H.E. & C work, R.E. stories and role play.

We tackle bullying and unacceptable behaviour because:

- We are a caring school;
- It leads to low self esteem and makes people unhappy;
- It may mean children are not able to concentrate fully on their work;
- It leads to poor attendance;
- There is a risk that such behaviour is copied.

We have school rights and responsibilities, rewards and sanctions and follow a positive approach to behaviour management in line with our recently revised policy. If people follow the policy instances, anti social and disruptive behaviour will be reduced with reported instances being the exception. We do not have any “closed” areas within the school and therefore it is open and easily visible.

Any incidents that are reported are:

- Dealt with sensitively by the Class Teaching Team;
- Referred to the Head Teacher or Assistant Headteachers
- Recorded in a concerns log.

We have the following strategies in place to help children develop a sense of self worth and independence when dealing with negative situations:

- Each child has a 'network' or trusted adults, which they have chosen themselves and which includes at least two adults in school;
- Clear stages that the children can go through when dealing with troublesome behaviour;
- The Protective Behaviours scheme is consistently applied throughout school with a display in each class to re-enforce the content
- A school team of caring and supportive staff who make time to listen and act on any concerns.

All children have the right to learn and develop in a stimulating, safe environment. It is important to us at school that all children grow in self esteem and confidence to become independent learners. We believe this will support their lifelong learning journey and future development.

We are not complacent and we always encourage children to be open and honest. We respect one another and promote a positive environment to enable everyone, children and adults to thrive in a caring supportive haven for learning. Our value of friendship is central to the Protective Behaviours idea that "we all have the right to feel safe all of the time".

We value the sharing of the school ethos and working relationship with parents, carers and children to realise our vision.

# Riverside Academy

## Home-School Agreement



Learning together, achieving excellence

Child's Name: \_\_\_\_\_

***“Learning together, achieving excellence”.***

We aim to achieve our very best:-

- In our learning
- In our teaching
- In all of our friendships and relationships.

<b>As Parents we will ...</b>	<b>As a Pupil we will ...</b>	<b>As a School we will ...</b>
<p>Make sure our child arrives at school on time and attends regularly. Avoid planning holidays in school term time. Arrange dentist and medical appointments outside of school time.</p>	<p>Encourage our Parents/Carers to bring us to school every day. Arrive on time and be ready for learning. Take every opportunity of Learning Club.</p>	<p>Monitor poor attendance and support families to achieve this. Celebrate excellent attendance.</p>
<p>Keep school informed of any issues which might effect work or behaviour and attend opportunities to celebrate achievement.</p>	<p>Always try our best and apply the school rights and my responsibilities and secrets to success.</p>	<p>Provide regular opportunities for school and home to work together and keep you informed via newsletters, website, annual reports, parent interview, workshops and notices.</p>
<p>Support our child with opportunities for learning and ensure all homework is completed on time.</p>	<p>Complete homework activities with care as we would do in school.</p>	<p>Set regular homework and mark with feedback within the agreed time.</p>
<p>Only discuss our own children, either verbally or via social media.</p>	<p>Talk to our network about any worries.</p>	<p>We will only discuss a child's progress with the official guardian/parents or appropriate shareholders.</p>
<p>Treat people in the school community with respect and courtesy and make sure your children to do the same.</p>	<p>Be polite, friendly and have respect for ourselves and others at all time. Apply the agreed Rights and Responsibilities and show respect in a learning school where everyone is happy and feels safe.</p>	<p>Provide the children with the best learning opportunities at all times. Be fair and consistent. Always support the emotional and social needs of the individual to ensure they thrive.</p>
<p>Ensure our children have pride in their work, surroundings and in their appearance - wear school uniform and are equipped for all learning opportunities, eg PE, swimming and educational visits.</p>	<p>Always give 100% effort and feel proud of our work. Look after the school and the equipment in it. Take responsibility for own possessions. Wear our uniform with pride.</p>	<p>Provide resources and an excellent learning environment to make learning interesting all adults will lead by example. Provide designated places for children to keep belongings.</p>
<p>Parent/Carer signature:  _____</p>	<p>Pupil signature:  _____</p>	<p>Head Teacher signature:  _____</p>

## **Parents Summary of Fixed Term Exclusions**

**Exclusion is a very serious matter. Only a school's head teacher can exclude a pupil (or a named deputy if the head teacher is out of school)**

A head teacher may decide to exclude a pupil for a fixed period of time only when he/she is sure that:

- The pupil has seriously broken the school's discipline policy; and
- If the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

### **How should I be told that my child has been excluded for a fixed period of time?**

Once the head teacher has decided to exclude your child, he/she should contact you immediately to explain his/her decision. He/she should telephone you if possible on the day and the exclusion should normally begin the following day.

The head teacher should then write a letter to you within one school day that gives:

- How many days your child will be excluded for;
- The date your child should return to school; and
- The reasons for your child's exclusion.

The letter should also include:

- Arrangements for your child to have school work at home;
- Your right to see a copy of the your child's school record leading to the exclusion.
- Your right to give your views on your child's exclusion to the Governors' Discipline Committee;
- The date that the governors should meet to consider the exclusion and the name of the person you should contact if you wish to make your views known; and
- The phone number of the exclusions officer who can advise you and the phone number of the National Advisory Centre for Education.

A child may not be excluded for more than 45 school days in a school year.

## **Useful contact addresses and telephone numbers**

LA Exclusion Team

Telephone: 01926 476853

Advisory Centre for Education (ACE)

Exclusions Helpline: 020 7704 9822

Parent Partnership Service

Telephone: 02476 588464

E-mail: [pps@cedc.org.uk](mailto:pps@cedc.org.uk)

African Caribbean Project

Telephone: 01926 313200

Commission for Racial Equality

Telephone: 020 7828 7022

Disability Rights Commission

Helpline: 08457 622633

Lee Francis, Reach2

Telephone: 07817474418