

## **Ethos**

Robert Peel Primary School is a happy, supportive, friendly and welcoming school, with a true family atmosphere where all staff and pupils are positive, caring and encouraging and where a smile is shared. The staff, Governors and pupils alike enjoy what they do and do it very well. Our school community has high expectations, both in terms of achievement and behaviour and everyone is expected to do their best and to use their special gifts and talents to their full potential. At Robert Peel all members of the school family and the contributions they make are greatly valued and the school is a learning community where we value ourselves, others and the world around us, as we learn and grow together.

## **Vision**

*At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.*

*We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve even when challenged.*

This Vision shapes the behaviour and attitudes we strive to see from every child in our school.

## **Rationale**

At Robert Peel we foster an ethos of mutual respect and the caring atmosphere in the school reflects this. We encourage children to be responsible for their own behaviour and to take a pride in themselves and the school. We strive to ensure each child receives his/her education in a safe and non-disruptive environment. In partnership with parents we aim to promote positive behaviour in our children, thus enhancing the caring, understanding ethos of our school. School rules and disciplinary procedures are formed in consultation with the children to maintain their safety and to help create an environment which is conducive to effective learning and teaching. The establishment of a positive learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and at classroom level through interactions between staff and pupils and between the pupils themselves.

## **Aims of the Policy**

- To ensure our school Vision shapes all aspects of our work in school
- To create an atmosphere of mutual respect, trust and corporate responsibility
- To promote a positive school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment and achievement, behaviour and attendance for all pupils
- To involve parents, pupils and staff in setting rules/standards of behaviour within the school
- To ensure pupils manage their own behaviour effectively whilst respecting the rights of others
- To inform parents and pupils of sanctions that will be taken for negative behaviour
- To develop social and citizenship skills through a variety of school contexts
- To ensure safety, health and well-being in the workplace for all children and staff
- To provide a secure educational environment in which children learn



### **Managing Positive Behaviour**

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of personality and self-discipline.
2. Management – When negative behaviour occurs we need to be able to respond positively and effectively.

We try to implement both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

### **Responsibilities**

**Staff:** All staff share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Headteacher has overall responsibility for ensuring positive behaviour.

**Parents:** Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

**Pupils:** Pupils' responsibility is to be responsible for their own positive behaviour and meet the expectations set out by the school.

### **Our Golden Rules**

Promoting positive behaviour is the approach taken at Robert Peel. The children follow 'Our Golden Rules' which are:

**We listen to people, we don't interrupt.**

**We are kind and helpful, we don't hurt anybody's feelings.**

**We are patient, we wait our turn.**

**We work hard, we don't waste time.**

**We look after our belongings, we don't damage things.**

**We try our best, we don't stop others from learning.**

**We are honest and respectful, we don't cover up the truth or hurt others.**

### **All Staff will:**

- Promote our Vision and Learning Behaviours
- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give children the opportunity to work in groups
- Make sure that pupils listen, are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour



- Ensure the pupils in their class follow Our Golden Rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents

**Pupils will:**

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Display Our Golden Rules
- Resolve disputes positively
- Value and take responsibility for the environment
- When necessary carry out self-monitoring
- Be aware of their own emotions and actions and take responsibility for these

**Parents, Carers and Families will:**

- Support the school when reasonable sanctions to discipline a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Headteacher then if necessary the school governors.
- Initially contact the Class Teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

**The Governing Body will:**

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behavioural issues
- Monitor the policy and rates of exclusion
- Review the effectiveness of the policy

**School Procedures**

Children have to learn positive behaviour and our Vision promotes positive attitudes and behaviours to learning. As in all aspects of life the children sometimes have to learn from their mistakes. As in all aspects of managing behaviour CONSISTENCY is the key to success. Staff will:

- Be consistent and fair
- Before taking any action communicate, clearly and effectively your intentions to the pupil
- Act rather than react
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour
- Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask



- Seek advice and support if a situation escalates
- Reprimands should focus on the unacceptable behaviour and relate these to our Golden Rules
- Discussions with children should revolve around choices and consequences

### **Positive Behaviour Strategies**

Our 'Golden Rules' are displayed throughout the school and are referred to by all staff.

We believe that children should display our Golden Rules at all times and it is not the practise of the school to give rewards for achieving these. We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.

Other methods used to promote our Golden Rules are:

- Golden Tickets at lunchtime – see appendix
- Use of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour
- School assemblies on moral and social issues

### **Sanctions used for Negative Behaviour**

- Verbal rebuke and reinforcement of Golden Rules
- Change in seating arrangements within the classroom
- Withdrawal of privileges
- Detention during break/lunchtime
- Writing a letter of apology
- A 'Timeout'
- Pupil discussion with Headteacher/Deputy Head
- Record of incident on the Behaviour Log – see appendix
- Letter to parents of unacceptable behaviour
- Interview requested with parents and pupil
- Target Card set up for set period of time
- Individual Behaviour Programme set up between school and home
- Advice is sought from outside agencies for children who are becoming increasingly disruptive and finding it hard to manage their behaviour
- Possible exclusion



**Dealing with Unacceptable Behaviour**

Around school children are expected to follow Our Golden Rules. From time to time children make the wrong choices and the following system is followed in these cases.

Stage	Examples of Behaviour	Sanctions
Stage 1 – Low level	<ul style="list-style-type: none"> <li>Swinging on chair</li> <li>Interrupting/calling out</li> <li>Losing concentration</li> <li>Ignoring instructions</li> <li>Silly noises</li> </ul>	<p>Children are given a verbal warning if displaying this behaviour and told if they continue they will be moved down the traffic light.</p> <p>If they continue to cause a disruption they move to the next section of the traffic light. If they still continue they move to the last section of the traffic light and will be sent to the Head or Deputy with a Red Ticket. The Head/Deputy will discuss the conduct of the child in relation to our Golden Rules and will decide on a suitable cause of action. This may be a reminder, loss of break time, movement of seat in classroom.</p>
Stage 2 – Repeated Low Level or Negative Behaviours	<ul style="list-style-type: none"> <li>Persistent stage 1 behaviour</li> <li>Rudeness</li> <li>Affecting other pupil's learning</li> <li>Inappropriate remark to other pupils</li> <li>Minor challenge to authority</li> <li>Damaging school's/pupil's property</li> <li>Leaving class without permission</li> <li>Harmful/offensive name calling</li> </ul>	<p>Straight to Red Ticket and procedure as above.</p> <p>Consequences may include further loss of privileges and clear expectations going forward. This is based on an individual basis and previous behaviour incidents and may move to Stage 3.</p> <p>Red Ticket logged on Behaviour Log</p> <p>Lunchtime Red Card – see appendix</p>
Stage 3 – Serious Behaviours	<ul style="list-style-type: none"> <li>Persistent stage 2 behaviour</li> <li>Persistent swearing</li> <li>Throwing objects with intent to harm</li> <li>Harming someone</li> <li>Continued or more serious</li> <li>Cheek/challenge to authority</li> <li>Repeated refusal to do set task</li> <li>Offensive remarks to children/staff</li> </ul>	<p>Straight to Red Ticket and procedure as above.</p> <p>Consequences will involve a meeting with parents, being placed on report and daily meetings with Head/Deputy This is based on an individual basis and previous behaviour incidents.</p> <p>Red Ticket logged on Behaviour Log</p> <p>Lunchtime Red Card – see appendix</p>
Stage 4 – Major Behaviours	<ul style="list-style-type: none"> <li>Persistent stage 3 behaviour</li> <li>Bullying</li> <li>Fighting</li> <li>Racism</li> <li>Violence</li> <li>Very serious challenge to authority</li> </ul>	<p>Headteacher/Deputy Head informed.</p> <p>At times a child may have placed themselves or others in danger or are refusing to following instructions. If all other means of verbal communication have not resulted in a positive outcome then a Positive Handling approach may be used. See policy</p> <p>Meeting with parents.</p> <p>Loss of break, lunchtimes, ban from activities and trips.</p> <p>Lunchtime exclusions, fixed period internal/ external exclusion.</p> <p>Incidents of a most serious nature may result in a permanent exclusion.</p> <p>In relation to exclusions the Local Authority's guidance will be followed by the school.</p>

*All the above sanctions are put in place at the discretion of the Headteacher and the context and child's needs will be fully taken into account when sanctions are applied.*



## Appendix

### Golden Tickets

These are awarded by Lunchtime Staff for children who show the following qualities:



Once a child earns 3 Golden Tickets they are celebrated in a Friday assembly and get to choose something out of the Headteacher's Golden Ticket Treasure Chest.

### Red Tickets

These are classroom based or issued at break and lunchtime for children who have repeatedly not followed the schools' Golden Rules. Children will be sent to the Head/ Deputy who will deal with the issue as detailed above. Following this the red ticket will be handed to the office staff who will record the details on the school's administration system, Integris G2. If a child receives two Red Tickets in a week they will miss the following break or lunchtime. If a child is repeatedly receiving Red Tickets then further action by the Headteacher/Deputy Head will be taken and parents will be involved in this process.

#### ***A lunchtime Red Ticket is as follows:***

I am unhappy with you because you:

- Didn't play well with other children.
- Called someone an unkind name.
- Were rude to an adult.
- Damaged our playground equipment.
- Didn't listen to instructions.
- Hurt someone's feelings.
- Pushed or hurt another child

***A Red Ticket in lesson time is as follows:***

I am unhappy with you because you:

- Haven't worked well in a group.
- Called out after being reminded.
- Were rude to an adult.
- Damaged equipment.
- Didn't listen or follow instructions.
- Upset or hurt someone in the class.
- Haven't completed work and distracted others.
- Not telling the truth.

**Behaviour Log**

All Red Tickets are recorded on the School's Behaviour Log. This is monitored by the Headteacher, Deputy and SENDco. Patterns of unacceptable behaviour are monitored and this may result in a child's parents being called in to school to discuss ongoing behaviour problems and possible actions. This Log is also used to record any occasions when a child has had to be Positively Handled and are also used when outside agencies are involved with a child.