



Newtown Linford Primary School

Behaviour/Respect Policy

Policy Date: Nov 2022

Review: Nov 2023

Aims:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour/respect policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Newtown Linford promotes the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

The school expects every member of the school community to behave in a considerate way towards others. We believe that everyone;

- has a shared responsibility to create a safe, secure learning environment,
- is a positive role model; being calm, approachable, kind and consistent,
- has the right to be themselves.

We have four school rules that follow a CALM Code. The purpose is to have 4 simple rules that the children understand to help them to manage their behaviour in school more effectively.

Communicate Respectfully

Act Kindly

Listen Carefully

Move Calmly

Inspiring Individuality, Excellence and Adventures

We treat all children fairly and apply this behaviour/respect policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Rewards

We praise and reward children for respectful behaviour in a variety of ways:

Classroom rewards

Verbal praise

Stickers

ClassDojo



Each week, staff nominate one child from each class to receive a Head teacher Award in our Wednesday Celebration Assembly. Parents are invited into school to see their child receiving their awards and the children take these certificates home.

Children work towards achieving Bronze, Silver & Gold metal badges which they wear on their school uniform. Children receive dojos from all adults within school for following the School Rules and for working hard or producing quality work. These are recorded electronically via the classes' interactive white board.

Where children have followed our 'CALM' code, a 'Gold' letter that will be sent home by class teachers to parents to share when their child has been working hard or been a good role model in school.

Whole school rewards- House system

Each pupil in the school will be allocated to a house- colours from our school logo

Blue- River Lin

Red- Lady Jane

Yellow- Fallow Deer

Green- Oak



Each house will have a year 6 house captain

Using our Dojo system for rewarding behaviour that match our school values, we collect the total number of Dojo's achieved by each house on a weekly basis. At the end of each term, the house with the most Dojo's will be presented with the school house trophy and earn a non-uniform day on the Friday of that week.

Lunchtime Rewards

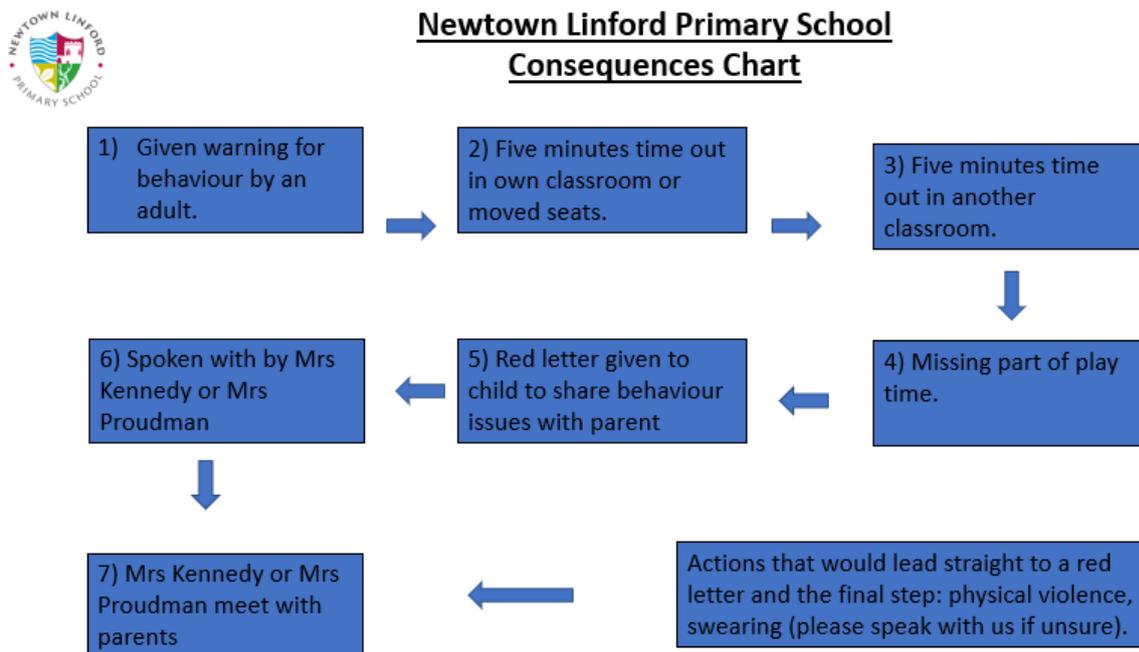
During lunchtime our Supervisors also award dojos to children following the school rules to help achieve their Bronze, Silver & Gold Badges. During the week they will also choose children who repeatedly demonstrate excellent behaviour and support for others to receive 'The 'Mid-day Supervisors Award'.

Consequences

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Newtown Linford Primary School Consequences Chart

On the rare occasion of poor behaviour at Newtown Linford step one will be used. If poor behaviour continues the steps will be taken in this order.



If a child has not followed our school rules several times in one day, then they will be given a 'Red' Letter to communicate this to parents. This is to ensure there is clear communication between home and school and to enable school to work together with parents so that children can achieve their best and reach their full potential.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by adults in school. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself or property. The actions that we take are in line with government guidelines on the restraint of children.

The role of the Class Teacher

It is the responsibility of Class Teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The Class Teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The Class Teacher treats each child fairly, and enforces the school rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents via ARBOR. In the first instance, the Class Teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the Class Teacher seeks help and advice from the Senior Teacher who then decides whether or not to include the Headteachers.

The Class Teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child. The Class Teacher may, for example, discuss the needs of a child with the LA's Behaviour Support Service.

The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a Parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteachers

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

The Headteachers support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteachers keeps records of all reported serious incidents of misbehaviour.

The Headteachers have the responsibility for fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteachers may permanently exclude a child. These actions are taken only after the Chair of the Local Advisory Board has been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning. We work hard to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Headteachers. If these discussions cannot resolve the problem the Director of School of Bradgate Education Partnership should be contacted. (See our School's Complaints Policy).

The role of the Local Advisory Board

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Local Advisory Board support the Headteachers in adhering to these guidelines.

Fixed-term and permanent exclusions

Please see our Exclusions Statement

Monitoring and review

The Headteachers monitor the effectiveness of this policy yearly. They also report to the Local Advisory Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning incidents of misbehaviour via ARBOR. The class teacher records minor classroom incidents. The Headteachers records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes via ARBOR.

The Headteachers keep a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Advisory Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Local Advisory Board will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

The Local Advisory Board reviews this policy yearly. The Board may, however, review the policy earlier than this if the government introduces new regulations, or if the Board receives recommendations on how the policy might be improved.