

Raphael Independent School
Positive Behaviour Management
Policy
Primary



Raphael Independent School **Positive Behaviour Management Policy**

At Raphael Independent School the Golden Rules underpins the Primary Behaviour Management system. We believe that positive reward and reasonable sanctions impact on the ability of children to make good choices about their behaviour. Raphael Independent School expects all within the school community – teaching, support staff, Directors/Proprietors, parents and pupils to play a role in achieving this aim.

The systems for managing children's behaviour are consistent throughout the school and are used when children are in the building, the playground and out of school on visits.

All classrooms and playground areas display the Golden Rules which are:

- **Do be gentle**
- **Do be honest**
- **Do look after property**
- **Do be kind and helpful**
- **Do listen to people**
- **Do work hard**

Children are taught about how to make good choices to ensure that they feel safe and able to learn in school.

Good behaviour choices are rewarded with:

- Appropriate praise from adults around the school and in the playground – at lunchtime play, Midday Meals Supervisors (MMS) will implement the same rules as are in the classroom
- Certificates in the Golden Rules celebration assembly on Thursday
- 30 minutes of Golden Time (a fun activity – chosen by the students) on a Friday afternoon.
- MMS event - Table of the Week - reward for positive lunchtime behaviour in the dining hall
- MMS event – Picnic in the summer – for class of the year – the class with the most 'class of the week' certificates will earn this annual treat for consistent positive behaviour.

Reward tools - ClassDojo

ClassDojo is a digital classroom management tool teachers use to improve student behaviour and communicate more effectively with parents. Teachers create goals or behaviours to track, such as turning in homework, participating in class, or staying on task. Teachers use their computer to give or take away points throughout the school day. Each student's points can be displayed via the interactive whiteboard. Teachers generate daily/weekly points to motivate the students to engage in positive behaviour. They can also create reports to send home to parents about pupils achievements.

Examples of unacceptable behaviour

Violence

Any sort of violence is unacceptable at school. Children will be taught that pushing, hitting, slapping, biting and kicking are wrong and likely to hurt someone.

Abusive Language

We recognise that name calling and the use of abusive language is just as hurtful to children as physical violence. Children will be taught that this is unacceptable behaviour.

Stealing

The school deems stealing as the taking of another person's property without permission or legal right and without intending to return it.

Bullying

Bullying can be both verbal and physical. It leaves the victim feeling frightened, threatened or upset. It is usually more than an isolated incident but an individual incident will also be taken seriously. Staff are aware that bullying can occur both in the classroom the playground and conducted online. Staff will look for indications of bullying such as behavioural changes or unwillingness to go out into the playground. If staff notice incidents of bullying they will first comfort the victim and then refer the aggressor to a senior staff member. The school has a zero tolerance approach to bullying. Victims will be sensitively supported whilst perpetrators will be dealt with in line with school policy. Parents will be notified, incident forms will be completed and monitoring of the situation by the senior management team will be carried out to ensure the incident has been resolved.

Exclusions

In line with the guidance from the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 the Directors/Proprietors has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

LUNCH TIME SUPERVISION.

The school meals supervisors are responsible for the children during the lunch break. The same code of conduct and sanction and rewards of the rules, applies during the lunch break as at any other time. Children are expected to show respect to the school meals supervisors and to obey the rules. The supervisors are asked to make a note of any unacceptable behaviour at lunch time by writing in the Lunch Time Behaviour Book and report this to class teachers at the end of lunch break. The Head Teacher or Assistant Head Teacher(s) deal with serious incidents that occur at lunch time.

Levels of behaviour, rewards and sanctions

Each primary classroom have a 'Stop, Think and Go (STG)' space, which supports children to reflect on their behaviour choices, through specified time out or a reflection sheet. The playground has a Stop Think and Go area, designated for time out and reflection on behaviour. The posters/sheets displayed in these areas are reminders to children of how to calm down and solve problems. Children may have to also complete a Stop Think and Go sheet. In the playground, a stop, think and go area is used as time out, to reflection about wrong choices that a child might have made. There is a system of levels of behaviours and sanctions for when children make certain behaviour choices. See the table below:

Raphael Independent School Positive Behaviour Rewards and Sanctions Keeping our Golden Rules and School values

Respect	Integrity	Independence	Resilience	Ambition	Confidence
Gentle,	Honest,	Kind/Helpful,	Looking after property,	Listening,	Working Hard
Behaviour	Rewards	Issued by	Recorded		
Keeping the Golden Rules/school values	Classdojo individual points	Class teacher Support staff MMS	Newsletter		
Being kind and helpful	Whole Classdojo party		In classroom		
Always ready to engage in learning	Keeping the Golden Rules/school values certificate of the week		Class positive behaviour book		
Following school policy	Star of the Week displayed in the classroom		Star of the week		
Behaviour	Sanctions	Issued by	Recorded		
Level 1 Unkindness - one off Not on task when learning Not following school policy e.g. - not bringing PE kit - unsafe behaviour around school - not listening to an adult	Each day is a new start Warning 1 Warning 2 Stop, Think and Go issued Loss of Golden Time 5 mins Golden Time can be earnt back by good behaviour that week	Class teacher Support staff MMS	STG kept in class folder Classdojo - the school's behaviour management information system		
Level 2 Meanness – on purpose Disrupting the learning of others Continuing to not follow school policy e.g. - not bringing PE kit - unsafe behaviour around school - not listening to an adult	STG issued and sent home for parents to sign If behaviour is impacting on others then child may be sent to a Buddy class for 15 mins Loss of Golden Time KS 1 10 minutes KS 2 15 minutes Golden Time can be earnt back by good behaviour that week	Class teacher Support staff MMS	STG kept in class folder Classdojo – the school's behaviour management information system		

Level 3 Bullying - several times on purpose (STOP) Comments -homophobic, sexist, religious, ethnic , physical, including involving others Racism Physical assault Cyber bullying Extremism Swearing at a child or adult Ignoring an adult Vandalism Stealing Have been sent to a Buddy class twice in one week	Loss of Golden Time It cannot be earned back 25 mins – every child is entitled to 5 mins a week Parent meeting Conflict resolution meeting Mediation May include some loss of privileges	The child should be taken to a member of the SLT by an adult A child may report an incident to any adult	STG issued by the SLT to parents for signing STG kept in class folder Incident log - investigation notes kept in SLT Behaviour folder Classdojo – the school's behaviour management information system Bullying or racist incidents will be recorded by the SMT

N.B. The above examples in level 1 and 2 are by no means exhaustive.

Class Behaviour book

Record good examples of behaviour e.g. Star of the Week, who received the Golden Rules/school values certificate – run by the classroom monitor (the students have a rota system to do this. This is to engage and motivate positive behaviour leadership by the pupils).

Golden Time

Children to choose what they are working towards as a reward for keeping the Golden Rules/school values. It should be easily seen in the class. It should be on a chart where loss of Golden Time and warnings are recorded.

Every child is entitled to 5 mins Golden Time a week.

Classdojo Party

The aim is for each class to earn a Classdojo party at least once a half term

STGs

Will be paper colour coded for each level of the rewards and sanctions page (see page 3).

Buddy Classes

Reception – P1
 P1 – P2
 P3/4 – P2
 P5 – P6
 P6 – P5

Processes that reinforce Golden Rules

- ❖ A behaviour assembly is held for EYFS & Primary students, attended by all staff, reinforcing the Golden Rules
- ❖ Teachers will review the Golden Rules within relevant subject or classroom provision e.g. circle time, PSHE, activities each half term to help children understand the reasons for completing stop, think and go sheets/reflections, to explain rewards and sanctions for Golden Rules e.g. unpack language/vocabulary around the stop, think and go sheets and reflections
- ❖ The Friendship Squad is a group of children across KS1 and 2 who carry out a playground buddy role – children receive training in peer mentoring and coaching, playground games and monitoring and evaluation activities to measure their impact and how it contributes to whole school action plans on improving and sustain positive behaviour
- ❖ At the start of the year and transition stages, the positive behaviour policy booklet is sent out to parents
- ❖ If the child chooses level 1 behaviour the adult will say “[name of child], this is your first/second warning. Are you making the right choices..? If you continue you will move to the Stop, Think and Go space”.
- ❖ If the behaviour persists for a third occasion, the teacher will say, “[name of child], you are continuing to make the wrong choice..... Leave the carpet/your seat and go to the Stop and Think space”.
- ❖ If after 5 minutes the child is calm, invite them back to the lesson and start the process again, praising him/her for making a sensible choice.
- ❖ If the child continues to disrupt the lesson from the time-out space, then the teacher will tell him/her that the behaviour is “unacceptable” and send to the agreed buddy class to calm down and think about changing their behaviour. They stay in the class for 5mins (N/R/KS1) and 10mins KS2).

NB: No-one will ever miss all of Golden Time!

Events across the school that reinforce positive behaviour:

Praise for following Golden Rules
Anti- bullying Week
Friendship Squad
Behaviour Themed assemblies
PSHE
Circle Time

Parents:

Parents'/Carers' views are sought annually with a Parent Questionnaire which is analysed and changes to our systems are considered. However we welcome feedback from parents at any time. This can either be in writing or a 'chat' with a member of the Senior Leadership Team. At the start of the year and transition stages, the positive behaviour policy booklet is sent out to parents

Parents should report any concerns about children's behaviour in school including racism and bullying to a member of staff.

Recording, monitoring and reporting of incident sheets

All serious unacceptable behaviour including racist, sexist, religious and homophobic incidents are recorded on incident sheets. These are completed by the member of staff who dealt with the incident and then investigated by a senior member of staff who decides on the next action. This monitoring is also reported to the Directors/Proprietors for the purposes of the school evaluation process.

(EY) KS1 Stop, Think & Go Sheet

Name: _____

Date: _____

In Class / Dinner Hall / Playtime/On the corridor/other areas e.g. dining hall

Nature of Incident & Adult reporting/Rewards & Sanctions Level _____

STAFF: PRINT NAMETIME OF INCIDENT:

Which Golden Rule did I break?

1. We are gentle.
2. We are honest.
3. We look after property.
4. We are kind and helpful
5. We listen to people.
6. We work hard.

I have circled how I feel about what happened



Sad



Angry



Worried



Scared

I chose to:

- Shout
- Damage school property
- Ignore instructions/an adult
- Hurt someone

I could have:

- Been more respectful
- Been kind
- Used kind hands/ feet
- Used kind words

To show I am sorry and won't do it again I will...

Child's signature

Date

Parents/carers, please discuss your child's behaviour with them, this shows that school and home work together on encouraging positive behaviour. Sign below and return to the class teacher. You can use clasdojo to acknowledge responding to this incident also

Parents Signature _____ Date _____

KS2 Stop, Think & Go Sheet

Name: _____

Date: _____

In Class / Dinner Hall / Playtime/On the corridor

Nature of Incident & Adult reporting/Rewards & Sanctions Level _____

STAFF: PRINT NAME**TIME OF INCIDENT**

Which Golden Rule did I break?

1. We are gentle.
2. We are honest.
3. We look after property.
4. We are kind and helpful
5. We listen to people.
6. We work hard.

What did I do wrong?

Why was this wrong?

How can I make sure I do not do this again?

Child's signature _____ Date _____

Parents please discuss your child's behaviour with them, this shows that school and home work together on encouraging positive behaviour. Sign below and return to the class teacher. You can use classdojo to acknowledge responding to this incident also

Parent's signature _____ Date _____