



Rodmersham School

Managing and Motivating Behaviour Policy

September 2018

POLICY STATEMENT

Rodmersham is committed to creating an environment where exemplary behaviour is at the heart of learning. Everyone is expected to maintain the high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aims of the policy

- At Rodmersham we have a values-based culture which supports exceptionally good behaviour
- We treat children and adults fairly, show respect through the promotion of positive relationships
- We support pupils and staff to take control and responsibility for their behaviour at all times
- We commit to consistently recognising those pupils and staff modelling respect and good behaviour at all times
- We refuse to give pupils a sense of importance for poor conduct
- We praise publicly and issue warnings and sanctions privately and calmly
- We foster an environment based on kindness, care, humour, empathy and humility.

Consistent Approaches

- Poor conduct will always be followed up by a member of staff
- Restorative approaches will always be used, and the focus will be upon developing and maintaining positive relationships
- All staff and pupils will focus on the recognition of effort in any aspect of the day
- All staff will model positive reinforcement of our values
- All pupils will experience respect from all adults
- All adults will model exceptional emotional control at all times
- The environment will support and reinforce our values and expectations
- All staff will take responsibility for following up with agreed consequences
- All staff and pupils know and agree the rules, values and expectations

All Staff

- Will refer to the values in their teaching, expectations, presentation and conduct
- Meet and greet the children with a smile
- Model positive behaviours at all times
- Promote and build relationships with all stakeholder
- Will plan lessons which are appropriate, illicit curiosity and engage all learners
- Use a visible recognition system in every lesson (Class Dojo, Positive reinforcement displays, Golden ticket, stickers, house points, certificates)
- Always remain calm in challenging situations and allow others “take-up” time
- Consistently follow up and never ignore poor behaviour

All Senior Leaders

- Be visible throughout the day and meet and greet all stakeholders with a smile
- Celebrate staff and pupils for outstanding effort and achievement

- Consistently model and share good practice and encourage and support others to do so support staff with more complex pupils to be able to learn and develop strategies to become adept and confident with challenging situations

Sanctions in Class

- Verbal warning given once in a calm and private manner and reminded of the correct choice – this will be praised if behaviour is changed privately and calmly
- Class Dojo removed - this will be praised if behaviour is changed privately and calmly
- Sent to another class with work and a timer for 10 minutes and able to return to class for a new start – follow up will take place in the next learning break in order that learning time is not interrupted

Sanctions in Playground

- Child to be reprimanded calmly and privately
- Class Dojo
- Child withdrawn from play and teacher informed in a calm way, incidents to be recorded by teacher and dealt with at a teacher's discretion at the next learning break to ensure learning time is not interrupted

Golden Time

Each class will be provided with a weekly Class Dojo target, determined by the teacher. This will be celebrated in Celebration Assembly. However, for those children that have not met the individual target they will miss 5 minutes of their Golden Time.

Children whose behaviour is persistent either on the playground or in class will participate with the parents in an Individual Managing and Motivating Support Plan. This is an opportunity to define what behaviours are not acceptable and discuss motivators, rewards and sanctions.

Fighting, biting, spitting, racial or insulting remarks, swearing or violence towards others or property will be classed as Non-Tolerance and the children sent to the Head Teacher.

For children that have spent time out for the classroom, a letter will be sent to the parents to offer an explanation of their child 's behaviour.

Pupils with challenging behaviour

Dealing with challenging behaviour is the responsibility of all adults, if a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session and may at this point seek further support from the Senior Leadership Team. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed; when pupils, staff are at risk or there is a risk of significant damage to property. Pupil's with additional needs will be expected to follow the

same expectations as all others; however, there may be additional support in the form of a behaviour support plan or reduced/adapted timetable provision.

Fixed-term and permanent exclusions

Only the HT/DHT has the power to exclude a pupil from school. When the HT/DHT excludes a pupil, s/he informs the parent immediately giving reasons for the exclusion and makes it clear to parents that they can appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The HT informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body cannot either exclude or extend the exclusion period made by the HT/DHT. The governing body has a pupil exclusions committee made up of three governors who will consider any exclusion appeal on behalf of the governors. The parent may appeal against the committee's decision, in which case the matter will go before the Pupil Exclusion Appeals committee. If either committee decides that a pupil should be reinstated, the HT must comply with this ruling.

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Legislative links

Behaviour and discipline in schools Advice for headteachers and school staff January 2016
Education Act 1996 School Standards and Framework Act 1998
Education Act 2002 Education and Inspections Act 2006 School Information (England) Regulations 2008
Equality Act 2010 The Education (Independent School Standards) (Amended) (England) Regulations 2014
Education Act 2011 Schools (Specification and Disposal of Articles) Regulations
2012 The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012