



Behaviour Procedure

Rationale

At Rawthorpe Junior School our aim is to ensure that the school environment for teaching and learning is safe, secure and free from disruption. We strive to ensure that all children feel valued and are treated with respect. Our core values of – Respect, Honesty, Friendship and Perseverance are fundamental in promoting positive behaviour. Our school discipline procedures are positive, fair and consistent. Staff and children have contributed to a number of school rules which support the ethos of the school.

Purpose

- To ensure that children work, play and learn in a friendly and supportive environment where lessons are not disrupted by others
- To ensure our school maintains a positive approach to discipline, which is fair and consistent
- To ensure that staff receive appropriate training and support with regard to school policy and procedures
- To ensure the safety and well being of children and staff
- To inform parents about procedures, expectations and support

Guidelines

- All classes to have a regular Thrive profile and action plans to help build positive relationships within each individual class.
- Where appropriate pupils to have individual thrive profiles to help build positive school experience and overcome the barriers to learning.
- All staff will use positive language which is firmly linked with our Thrive approach and will encompass the schools core values.
- Teachers will ensure the school reward system is operated consistently
- Achievement will be acknowledged and rewarded in the classroom, at playtimes and each week during Celebration Assembly
- Any concerns about inappropriate behaviour will be shared with parents and other agencies if deemed appropriate
- School has a number of staged sanctions and restorative approaches to support inappropriate behaviour (read in conjunction with Behaviour procedures)
- Any serious incident of difficult behaviour which has required restraint or has resulted in someone being hurt must be reported and logged. (SLT/CPOMS)
- Staff are trained in de-escalation strategies and where necessary staff are Team Teach trained in positive handling responses.
- Significant poor behaviour must be logged onto CPOMs by the teacher dealing with the incident and shared with all relevant staff
- Where necessary school will use individualised behaviour plans and positive handling plans
- School uses internal exclusion, fixed term and as a last resort permanent exclusion when other interventions and support strategies have not been successful.

Conclusion

The commitment of good behaviour is an integral part of every aspect of the school's life and work. Through our practice we aim to ensure that all the needs of each individual are met. This procedure will be reviewed every two years or earlier if practice changes

Additional documents- Restrictive Physical intervention policy /Behaviour Zone information/Team Teach training evidence/Team Teach - green incident log book