

Behaviour Strategy

At Rimon, we believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We strive to create an environment where pupils may work purposefully, feel secure, happy and confident and where relationships between staff, parents, pupils and between the pupils themselves are based on mutual respect and tolerance.

To achieve this, we expect children to show:

- ☐ A positive attitude to all aspects of their work;
- ☐ A high standard of behaviour during and outside of lessons;
- ☐ Respect for other people and the environment;
- ☐ Responsibility for their actions.

The school recognises that these aims and expectations cannot be fully realised without the support and involvement of all stakeholders.

In addition to the general aims we firmly believe that Rimon should be a safe and secure place for all our children. We endeavour to build up relationships based on valuing individual worth, honesty and mutual trust.

At Rimon, we have adopted The Five Bs to maintain and promote excellent standards of behaviour

The 5Bs

Be Safe

- ☐ Walk don't run.
- ☐ Keep your hands and feet to yourself.
- ☐ Think about others around you.
- ☐ Line up and walk sensibly on the stairs.

Be Respectful

- ☐ Do as you are asked straight away.
- ☐ Listen and hear what other people saying

- ❑ Think about other peoples' feelings.
- ❑ Treat people how you would like to be treated.

IT IS OUR ROLE AS ADULTS TO ROLE MODEL WHAT RESPECTFUL BEHAVIOUR LOOKS LIKE, THEREFORE WE SHOW A CHILD HOW TO BE RESPECTFUL AND NOT JUST SAY 'YOU ARE NOT BEING RESPECTFUL'.

Be Responsible

- ❑ Always do your homework and reading.
- ❑ Look after your classroom equipment.
- ❑ Help to tidy up even if it's not your mess.
- ❑ Take care of the playground equipment.
- ❑ Look after each other.

Be Resilient

- ❑ Never give up.
- ❑ Always try your best.
- ❑ Achieve your goals.
- ❑ Ask for help if you need it and know that mistakes help us to learn.
- ❑ Always think what you have learnt and what you might do differently next time.

Be Kind

- ❑ Kindness is key to building trust.
- ❑ Think about decisions that we make before acting or speaking
- ❑ Use kind words to express ourselves.
- ❑ Helping others
- ❑ Know that we are part of a community and be thoughtful.

The recognition board:

Each classroom will have a recognition board with a different 'goal' each lesson which is achievable for the children. If a child or member of staff goes above and beyond their name will be displayed in the above and beyond display in the hall. Above and beyond assemblies will take place weekly to celebrate this and parents can also get involved (post Covid aim). This is going absolutely above and beyond the Four B's.

What happens if it goes wrong... ?

- Reminder – of the 5Bs
- Caution – verbal caution delivered privately if possible.
- Last chance – giving the child a final opportunity to engage, offer a positive choice and refer to examples of previously expected behavior.

- Relax and Regulate: might be a reflection table, short time outside of the classroom, thinking spot, breathing time.
- Repair, restore and problem solve: Quick chat at breaktime or a more formal meeting (remembering not to lecture).

Use of the 30 second script weaved within the above:

- I noticed you are.... (having trouble getting started, struggling to get going, walking around the classroom).
- It was the rule about... (lining up, staying on task) that you broke.
- You have chosen to (move to the back/catch up with your work at lunchtime)
- Do you remember last week when you (got that positive note, your name in the hall for going above and beyond)
- That is who I need to see today,
- Thank you for listening....

Some classes will need a slightly amended script but anyone that works with the classes needs to use the same scripts so it is consistent. For example, if there is an amended script for Y5 then it must be shared with all adults working with Y5.

What happens when this doesn't have any impact?

KEY THINGS TO REMEMBER:

- Listen
- Allow them to feel safe
- Whatever the diagnosis we are not dealing with the symptoms, we are teaching a child that needs to be educated.
- Our knowledge of the person is more important than our knowledge of the label.
- Aware of developmental stages for different children.
- Let's try to meet the needs of the child in front of us and not the label on the jar.
- What are they trying to communicate through their reactions (which could be destructive, angry, loud) we need to be kind, keen and empathetic.
- However, consequences with clear steps are put into place as boundaries are hugely important for the children to understand that some actions have consequences as well as learning from the situation:

We will consider the whole child and adapt strategies as required for the individual whilst still maintaining the school values and vision.

Recording of behaviour:

Teachers are responsible for recording behaviour issues on to Scholar Pack. This ensures effective tracking of children and a more consistent approach of behaviour management by teachers and closer monitoring by the SLT.

Incident Forms

Pupil and adult incident forms are completed by all staff and passed to the Headteacher. SLT will monitor these.

The Use of Physical Restraint

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

Curriculum

We recognise that well planned, motivating lessons have a positive impact on pupil behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities. Through PSHCE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning.

Bullying

Bullying is defined as dominance of one pupil by another or a group of others. It is pre-mediated and part of a pattern rather than an isolated incident.

Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the SLT since further action e.g. counselling or referral to social services may be appropriate.

Bullying can take many forms and can be short-term or continue over a long period of time. Some specific way in which bullying occurs are:

- ☐ pushing, shoving, hitting,
- ☐ spreading rumours,
- ☐ name calling,
- ☐ damaging, stealing or hiding property,
- ☐ exclusion from groups or games,
- ☐ making personal comments,
- ☐ teasing which goes too far.

It is important that all members of staff recognise the above behaviour as forms of bullying. Victims may also be in need of some support or further work on assertiveness training and should be discussed with the SLT.

Racial & Sexual Harassment

Racial Harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.

Sexual harassment may be defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender ground and / or there is evidence of sexism.

- ☐ All reports of bullying, racial and sexual harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect the victims.
 - ☐ All incidents of racial and sexual harassment should be reported to the head teacher. The head teacher is responsible for reporting incidents to the LEA if appropriate.
 - The role of staff in modelling the appropriate behaviour is crucial in promoting positive behaviour in these respects.
 - The school's PSHE and Sex Education curriculum should address these issues systematically. Issues should also be addressed through the whole class circle time.
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