



RUSHDEN PRIMARY ACADEMY

Behaviour Management Policy

REVIEW PROCESS

FIRST WRITTEN	September 2015
REVIEW	September 2018

Rushden Primary Academy

Behaviour Management at RPA



Overall Aims

Our strategies aim to:-

- ✓ Promotes good behaviour, self - discipline and respect
- ✓ Prevents bullying
- ✓ Fosters responsibility for own conduct and the conduct of others
- ✓ Ensures that learning is a priority
- ✓ Identifies clear steps and procedures when behaviour is not desirable and prevents learning

Tackling Misbehaviour in class, during lunch and at play

Teachers have a right to teach and children have a right to learn. Unacceptable behaviour is that which disrupts or prevents teaching and learning or threatens well-being. When rules are broken there must be a system of appropriate consequences. Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. All behaviour will be dealt with in a calm manner by adults in the school, criticising the behaviour not the child making it clear which rule is being broken. Staff will only shout in an emergency. Children will be given opportunities for reflection to help them consider their behaviour, and hopefully improve it e.g. discuss their behaviour with an adult who actively listens rather than makes a judgement.

Initial misbehaviour can usually be dealt with in one of the following ways:

- Frown-body language.
- Reminder of rules.
- Positive encouragement of the correct behaviour.

This represents a **first warning**. Adults must make it clear that this is a first warning.

If the child continues to demonstrate poor behaviour a **second warning** will be issued. Adults must make it clear that this is a second warning and that the next step in the consequences is time out **in-class** isolation and reflection.. Teachers will not record warnings publicly but can issue visual reminders to individuals if needed. Teachers can decide how long this reflection time will be.

After a period of reflection if behaviour is still a cause for concern and no improvement can be seen then the child is given a **red card**. Children on a red card must report to Miss Davies who will keep a record in the behaviour book. Parents should be notified if the child receives an in-class time out or red card.

Respect, Be Proud, Achieve



Any child receiving regular red cards will be referred to the Learning Mentor to do some targeted work.

Persistent misbehaviour can also result in the child working with Miss Davies in her office.

Serious incidents can go straight to red if needed but it is expected that this will be a rarity. All incidents of **bullying, racism, derogatory/aggressive language** and **homophobia** must be addressed immediately and reported to Miss Davies. Serious incidents will be recorded in the behaviour book and on SIMs. The Learning Mentor will do some work with the child or children involved and the parents will be notified.