

Ravensthorpe Primary School



Behaviour Policy

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Ravensthorpe Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Behaviour Policy

Contents

Page 3 Behaviour Policy

Page 9 – Appendix 1 – Positive Approaches

Page 10- Appendix 2 – Behaviour System Flowchart

Page 11 – Appendix 3 – Restorative Approaches

Page 14 – Appendix 4 – Lunchtime Positive Behaviour Strategies

Page 15 – Behaviour Steps ‘Step On’ Tool flowchart

Page 16 - Ravensthorpe Behaviour Policy – Covid-19 Appendix September 2020

Ravensthorpe Primary School Behaviour Policy

Ravensthorpe Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. For this to happen, everyone, children and adults alike, need to be able to manage their emotions and behaviour (sometimes referred to as self-regulation).

1.2 This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate, caring and respectful way towards others.

1.4 We treat everyone at school fairly and apply this behaviour policy in a consistent way. We recognise as a school that, just as children develop their reading, writing, numeracy skills at different rates, it's the same for their ability to regulate their emotions and behaviour. We therefore aim for equity over equality, ensuring that we make reasonable adjustments for those children who have still yet to be able to manage their emotions and behaviour. Any form of discrimination (including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation) or bullying will be addressed promptly

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school, PKAT and wider community.

1.6 The school ensures that our high expectations of behaviour are reinforced in a range of ways that provide positive recognition to pupils for both their efforts and successes in managing their feelings and behaviour. In this way, we believe that an ethos of kindness and co-operation is fostered. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Principles for Positive Behaviour at Ravensthorpe

At Ravensthorpe, we work to the following principles:

2.1 Behaviour is a form of communication – and staff seek to understand what a child is trying to communicate and respond accordingly. This does NOT mean that we condone unacceptable behaviour, but rather that by understanding the underlying needs, the pupil can be supported and guided in order that they can better manage their feelings and behaviours in the future.

2.2 Clear boundaries and expectations: Children feel safe and therefore are helped to thrive and learn when there is clarity from the adults as to the negotiable and non-negotiable expectations. At Ravensthorpe the following are non-negotiables:

- Everyone has the right to learn and to teach

- Everyone has the right to be treated with respect
- Everyone has the right to be safe and feel safe

2.3 The children and staff developed the Ravensthorpe CARE Code to create a positive environment in school:

- Concentrate on my learning, be responsible and do my best.
- Always remember my manners and be kind, honest and helpful.
- Respect myself, other people and the school environment.
- Everyone... be **BRILLIANT!**

2.4 Positive behaviour and relationships are a cornerstone of our broad, balanced, values based curriculum. We embed positive learning behaviours outlined in the High Performance Learning Values, Attitudes and Attributes (Empathetic, Agile, Hardworking) and the PKAT 'Keys to Unlock Potential' (Personal Best, Leadership, Learning, Opportunities, Community).

3. Encouraging, promoting and celebrating positive behaviour

3.1 We regard the quality of relationships as being of paramount importance. We seek to establish healthy connections with the pupils through relationships that are characterised by:

- availability - acceptance - sensitivity - co-operation
- family membership (Secure Base Model)

3.2 We believe that what you focus upon you get more of. Therefore, staff ensure that their attention is focused upon catching pupils doing the right thing and both praise and reward. See Appendix 1 for strategies we use to celebrate behaviour .

4. Consequences

4.1 The school employs a number of consequences to ensure a safe and positive learning environment. We employ consequences appropriately to each individual situation and differentiate according to the needs of individual children.

4.2 Behavioural mistakes are learning opportunities. Responding to behavioural mistakes will take a variety of forms, from an apology through to having some time to reflect upon and make good a situation. Where there is a pattern of similar behavioural mistakes, staff will look to see if this is indicating a need for more targeted intervention and support eg learning social skills such as turn taking or building a pupil's self esteem.

4.3 Children are encouraged to take responsibility for their actions through a restorative based approach. Rather than 'punishment', there is an emphasis upon repairing the harm done – whether this is hurting the feelings of another through to, in rarer instances, physical damage.

See Appendix 2 for information about strategies used to support children who make behavioural mistakes.

See Appendix 3 for information about our Restorative Approach

5. Persistent disruptive and challenging behaviour

5.1 For the majority of children, our behaviour management helps them reflect on and learn from the behaviour they have displayed. However, there are children whose behaviour is such that the learning, and sometimes safety of others is disrupted. In these situations, an assessment will be carried out to identify what support will help the pupil develop more appropriate behaviours. This could include an individual support plan being created, delivered in partnership with the Learning Mentor and class teacher. External support might also be accessed. At all points, parents/carers will be encouraged and expected to be actively involved in the process.

5.2 Time to reflect and focus – a child may be removed from the classroom to work independently in another area of the school or a different classroom. The length of this time will depend upon the individual circumstances. During this time, a child will be supported by the presence of a calm adult (pastoral team/ member of leadership team) . The adult will discuss the behaviour shown in school with the child and aim to resolve any outstanding issues.

5.3 Analyse persistent difficult behaviour using ‘Step On’ Analysis Tools. During 2020/21, staff will be trained in how to use the Behaviour Steps ‘Step On’ analysis tools. These tools and evidence based strategies can be used to unpick why a child is demonstrating anti-social behaviour and suggests strategies to support the child to be ‘pro-social’ and a safer learner. This is being trialled in our school to reduce the number of fixed term exclusions (see Appendix 5 for a flow chart outlining tools)

5.4 Fixed Term Exclusion - If a child seriously disrupts learning the school or shows unsafe, violent or abusive behaviour, then s/he may be issued with a fixed term exclusion. Fixed term exclusions can be issued for isolated extreme incidents. (See Point 4)

Any Fixed Term Exclusion will be followed by a reintegration meeting involving the child, parents, a member of the senior leadership team and the class teacher. To support the child on their return to the school community, an individualized plan will be agreed based on the principles given in section 4 and Appendix 2.

5.5 Permanent Exclusion - If a child continues to disrupt the school following a series of fixed term exclusions, then s/he may be permanently excluded from school. A permanent exclusion is a last resort. Prior to this, staff will work tirelessly to explore all options and support to keep a child in school. However, a child can also be permanently excluded for isolated extreme incidents of behaviour which physically harm or emotionally damage other students or staff.

5.6 Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

5.7 If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

5.8 The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

5.9 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

5.10 The local governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

5.11 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

5.12 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

6 The role of staff

6.1 It is the responsibility of ALL staff to ensure that the school behaviour expectations and principles of nurture are upheld.

6.2 Staff in our school have high expectations of the children in terms of behaviour, and they ensure that all children are treated fairly and with respect. We believe that one of the most powerful ways for children to learn how to manage themselves is through the role models of the adults around them. Staff are expected to ensure that they model the behaviours they wish to see from the children. Shouting should be avoided within school and staff should employ an alternative approach.

6.3 The curriculum, classroom provision and lessons should optimise the conditions for learning and therefore minimise the opportunities for inappropriate behaviour.

6.4 Where staff are unsure as to how best to support and guide a pupil, they are actively encouraged to seek the help of colleagues. We strive for a learning community in which everyone – the adults included can ask for help without fear of judgement.

6.5 Where external agencies and support are drawn upon, school staff work in partnership with them to work towards the best outcomes for the pupil concerned.

6.6 The class teacher communicates regularly with parents about positive and disruptive behaviours, through written reports, parent – teacher consultations and additional meetings/ telephone calls to ensure that parents

6.7 Lunchtime staff create special lunch time rules for the dining hall and the outside play areas. A 'Golden Table' is set up each Monday to recognise and reinforce individuals who have, for example, displayed fantastic manners or helped with clearing the dining area. See Appendix 4

6.8 Staff receive ongoing professional development, providing them with the latest information and research-based practice regarding behaviour, relational approaches and aspects of social, emotional and mental health.

6.9 All volunteers/ students/ sports coaches and other adults working with children are made aware of this policy when they enter the school for the first time.

7 The role of the Headteacher

7.1 It is the responsibility of the Headteacher to oversee the implementation of the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

7.2 The Headteacher supports the staff by implementing the policy, by ensuring the agreed standards of behaviour are upheld and by supporting staff in the implementation of the policy.

7.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

7.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

8 The role of parents

8.1 The contribution of parents and carers in helping their child get the best out of their time at Ravensthorpe cannot be overstated. By ensuring that they are aware of 'good news' in relation to their child's behaviour and attitudes, we hope that this will be positively reinforced at home.

When concerns arise, again staff look to work in close partnership with the home to bring these to an effective resolution.

8.2 We explain the school expectations for behaviour in the school prospectus and on our website.. Consistency of expectations and support, from both the home and the school, will help children to get the most out of their learning and enjoy their time at Ravensthorpe.

8.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

8.4 It is important that parents are also good models for all children when on the school premises. Any disputes or grievances which may arise between parents should be dealt with calmly inside the school and not in public places and/or playground in front of children.

8.5 We appreciate that for parents/carers, discussing their child's behaviour can be a sensitive topic. Our 'no-blame' approach extends from pupils, to staff, to the home. Instead, we look to create purposeful and positive dialogue with parents/carers to help move things forward.

8.6 If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should make an appointment to see the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented with the Governing Body in accordance with the School's Complaint's Policy.

9 The role of governors

9.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

9.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

10 Monitoring

10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 All behaviour concerns are logged on the school MIS Program, ScholarPack.

10.3 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded and formally reports about behavior to Governors each term.

10.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

11 Review

11.1 The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with:

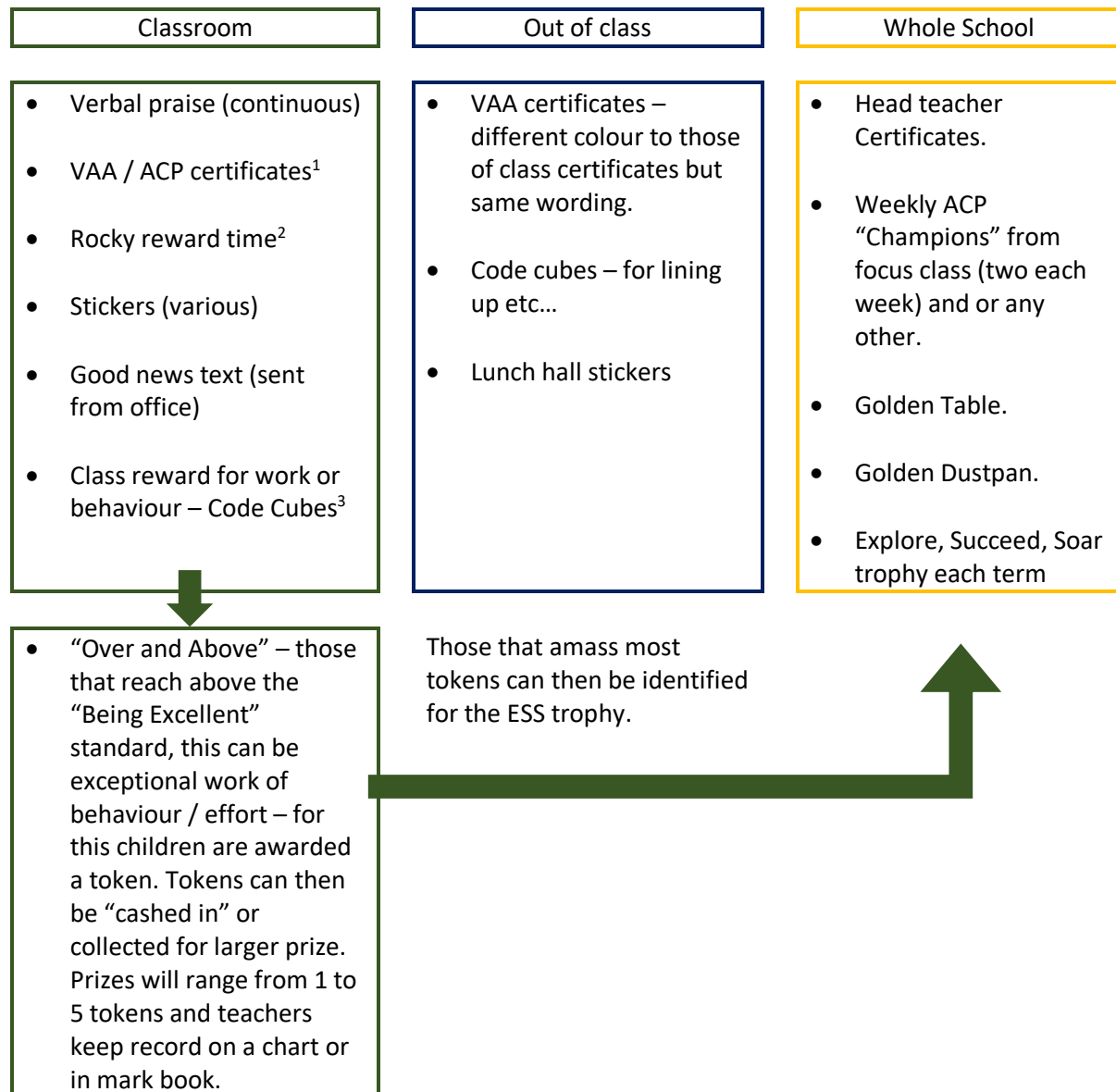
Anti-Bullying Policy

Positive Handling Policy

DFE Exclusion guidance (www.gov.uk)

Appendix 1: Positive Approaches

All of the behaviour plan is based on positive behaviour management and as such teachers are always looking for actions and work to praise. The expectation is that all children will work hard and behave well and the role of the teacher is to reinforce and praise this. This expectation should be consistent throughout the school both in and out of the classrooms.



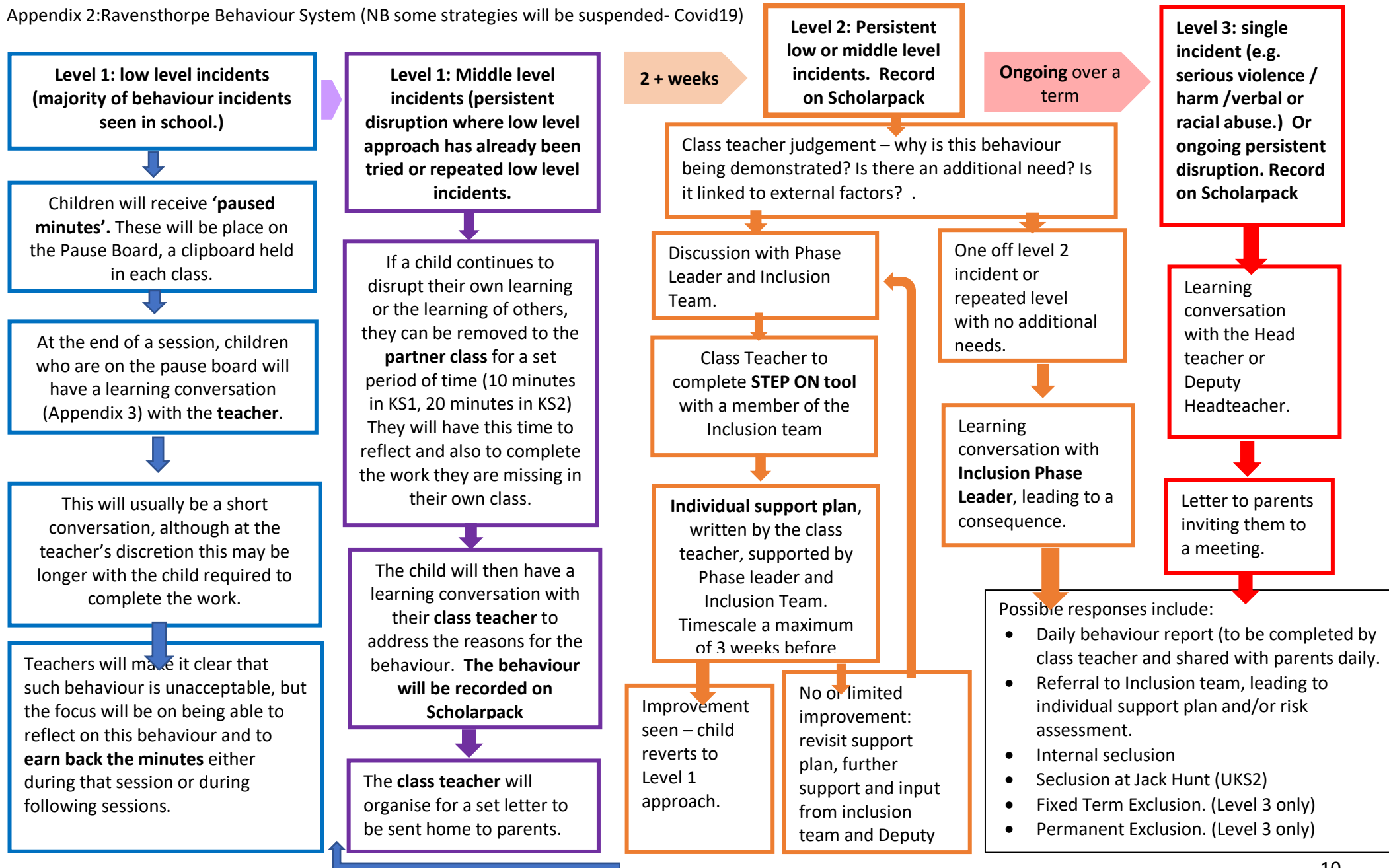
It is also understood that teachers may also add any other rewards / prizes that they deem fit for their pupils.

¹ These rewards may be recorded so that teachers can ensure that all in the class receive two certificates over a fortnight.

² Each session those with their names on the “Being Excellent” will have achieved minutes of reward time at the end of the week.

³ 30 cubes triggers class reward.

Appendix 2: Ravensthorpe Behaviour System (NB some strategies will be suspended- Covid19)



Appendix 3

Restorative Approaches

The Restorative Approach Restorative questions:

- What happened?
- What are you thinking and feeling now?
- Who else has been affected?
- What is the agreement?
- How will you keep to it?

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full class room conference in which there may be as many as thirty people involved.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care

Restorative Interventions at Ravensthorpe Primary:

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

For most of the above interventions the following questions will be used:

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Additionally, where any mediation is to take place adults should ensure the following structure:

- Ask all parties if they wish to participate
- Thank all parties for participating, explain rules / format
- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if required)
- Be aware of any matters regarding Child Protection
- If young people do not follow rules or are still angry, stop mediation!

The following detail each of the interventions and how they should take place:

Restorative Conversations: This is the starting point for all restorative processes. The conversation will involve one to one dialogue. The role of the adult is to demonstrate good active listening helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves. Sometimes a less formal approach can have success. In this type of conversation, as with others e.g. mediation, it is important for the adults to demonstrate good listening and body language.

Peer and Adult Mediation: This intervention is used when 2 or more people believe the other person (s) may be the cause of the problem or has caused harm. The mediator should remain impartial; help both sides to consider the problem as a shared one that needs a joint solution. This can be undertaken by adults in school and by trained pupils acting as peer mediators.

Classroom Restorative Conferences: These occur in response to issues in a whole class. This includes all class members who are willing to participate. The conference involves all working together with a neutral facilitator (e.g. SLT / another teacher) to resolve conflict, repair relationships and move forward.. Teachers should make SLT aware that they want to have a class conference and they will either facilitate the conference or provide cover to enable another teacher to facilitate the conference.

Problem Solving Circles These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident.

Other consequences that may be used if a restorative approach is deemed to be inappropriate

Low level behaviour (e.g. low level disruption, inattention in class) Loss of play time, time out in class

Medium level responses (e.g. answering back in class, refusing to participate in group work)
Letter/conversation with parents Time out with member of SLT Possible referral to Inclusion Team

High Level response (e.g. intentionally hurting children or staff, racist incidents) Sent direct to the Head Teacher.

Summary

Our ultimate aim is that every member of our school community feels: safe, happy and valued. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.

Appendix 4: Lunchtime Positive Behaviour System

The focus for all lunchtime staff will be on ‘catching the children being brilliant.’

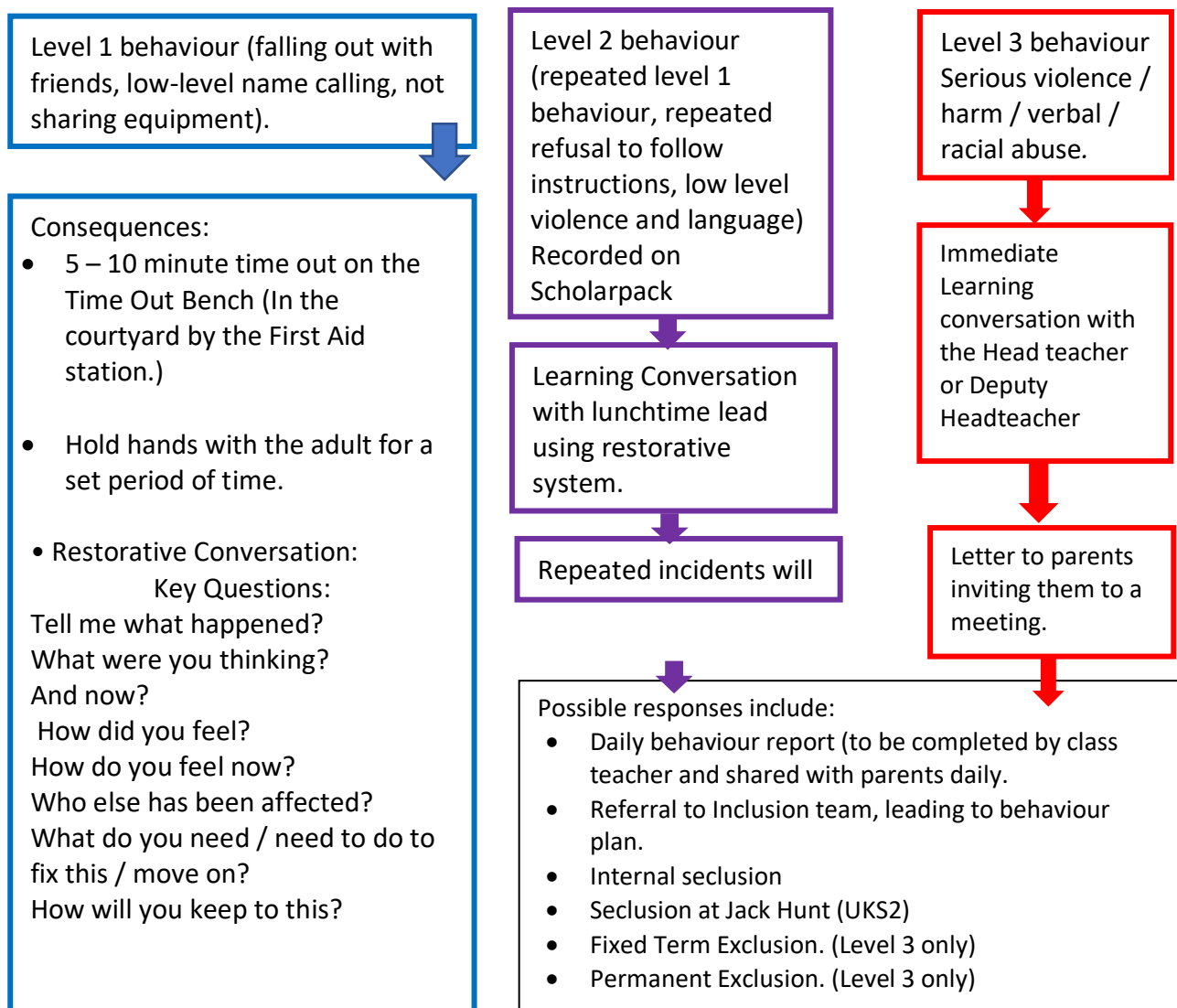
Each member of staff will have a book of raffle tickets, children who are following our C.A.R.E. Code or who are being brilliant will be told that they have earned a ticket for the ‘prize draw’.

Staff will write the name and class of the child on the back of a ticket. Children who have received a ticket will be eligible for the weekly Golden Table draw. At the end of each half term a prize draw will also be held, with a winner from each key stage.

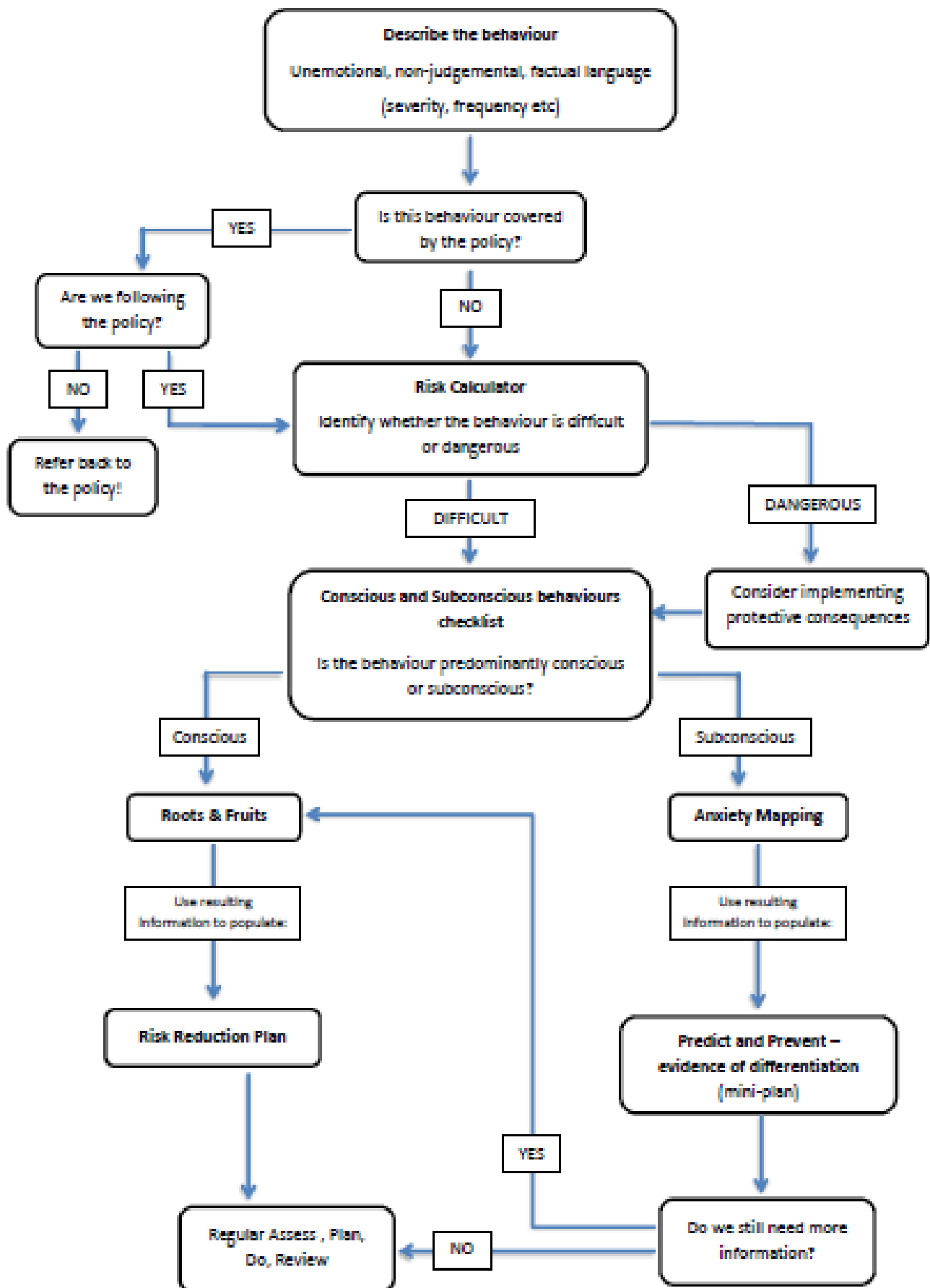
Ravensthorpe C.A.R.E Code

- **C**oncentrate on my learning, be responsible and do my best.
- **A**lways remember my manners and be kind, honest and helpful.
- **R**espect myself, other people and the school environment.
- **E**veryone... be **BRILLIANT!**

Sometimes, children may not follow our C.A.R.E. code. In those situations, the following structure should be followed:



Appendix 5 Step On Tools Flowchart



Appendix 6

Ravensthorpe Behaviour Policy – Covid-19 Appendix September 2020

From September 2020, all schools have been instructed to re-open by the DFE following the national lockdown due to Covid-19. Health and safety measures take precedent across the day to day running of the school and this appendix reflects some of the temporary and necessary changes to our behaviour policy at this time.

Our CARE code has been revised to take account the new measures required during the COVID-19 Pandemic:

C: Catch it, kill it, bin it. If you need to cough or sneeze, use a tissue and then put it in the bin. If you cannot use a tissue, cough into your elbow, not your hands. Wash your hands afterwards. If you do not feel well, put up your hand and tell an adult.

A: Always wash your hands as soon as you enter the classroom and before you leave.

R: Remember to keep your distance. Smile at your friends but stay at your table. Use the markings in the classroom and around school to help you. Do not share resources or equipment.

E: Everybody stay safe. Listen to your adults and follow the instructions they give you.

Children will be supervised and trained to follow elements of the school risk assessment which includes:

Regularly washing hands/ using sanitiser

Using a tissue when coughing or sneezing

Following a one way system around school

Staying in their year group bubble zones at lunch and play times

Not sharing their equipment

Reducing physical contact from others

Telling an adult if they feel unwell or if there are other issues which may trigger dangerous behaviour.

Rewards

Within each bubble group, including at lunchtime, children can be rewarded for following the CARE code and for demonstrating the HPL Values, Attitudes and Attributes (VAAs). While it is not possible to run our usual rewards system, each group or phase can use their own system. This could be stickers on a chart at the front of the room, ticks on a chart or the use of code cubes by the Lead Adult. Groups should be encouraged to work towards a group reward such as a film session or outdoor sports afternoon.

Restorative System

At Ravensthorpe, we follow a restorative system and this will continue during the re-opening. Where a child displays challenging behaviour, we will use a de-escalation script to support that child:

Ravensthorpe De-escalation Script

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

Social distancing should be maintained as far as possible. Once the child is able to consider their behaviour, the following structure can be used:

Ravensthorpe Restorative Questions

1. Tell the story: **what has happened?**
2. Explore the harm: **who has been affected?**
3. Repair the harm: **how can you fix this? What are you sorry for? How will this support your learning/ the learning of others?**
4. Reach an agreement: **what do you need to do?**
5. Plan follow up: **When would be a good time to check up on this? What support do you need from me to make sure this doesn't happen again?**

Level 3 Incidents

If a child displays level 3 behaviour, the first step will be to remove the other children from that location and then to remove items that could cause harm, as soon as it is safe to do so. Contact the office via radio for support from either a Learning Mentor or member of the Senior Leadership Group. The parents will be called and asked to collect that child. During the current emergency situation, team teach should not be used.

If a child spits, staff should ensure that they remain at a safe distance at all times, while having sight of the child. Visors are available for any staff who wish to wear them or in line with personal staff risk assessments.

Risk assessments will be carried out on children who have demonstrated dangerous or threatening behaviour, including spitting. These will be shared with staff within the relevant group and with parents/carers. If a child is unable, even with support, to manage their behaviour within the new group arrangements consideration will be given to a part time placement. The Headteacher will consider all options, but has the power to exclude a child where his/her behaviour causes health and safety concerns.

Communication with Parents and Carers

The new CARE Code has been shared with parents and is on the school website as part of a reopening video and newsletter. A Home School Agreement with a Covid 19 update will be issued to all parents and children at the start of Autumn term 2020. Pastoral and inclusion staff will contact parents if dangerous or difficult behaviour persists at school. The Step On Behaviour tools will continue to be used to inform individual pupil risk assessments.

September 2020