

# Ravenscroft Behaviour Policy



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Signed	
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# RAVENS CROFT COMMUNITY PRIMARY SCHOOL

## BEHAVIOUR POLICY

### **Introduction**

Our Behaviour Management Policy provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people.

We are committed to the use of POSITIVE REINFORCEMENT of acceptable behaviour, and applying the policy of the school fairly and consistently.

It is important to recognise that this behaviour policy can work best if everyone in our school community, staff, governors, children, parents and carers work together with a consistent approach to support each other.

The Education Act 1997 requires school governing bodies to agree upon and periodically review a written statement of general principles for an overall behaviour and discipline policy. The Behaviour Policy for Ravenscroft Community School has been written by a working party of members of the school community and in consultation with staff, parents and children. In accordance with the 2010 equality act in respect of safeguarding and supporting pupils with S.E.N. our school recognises that some pupils require a more sensitive and differentiated approach when dealing with their behaviour.

The policy identifies procedures and practice to promote positive behaviour, reduce the likelihood of inappropriate behaviour and address behavioural difficulties as soon as they arise. It encourages a consistent approach to establishing and maintaining clear behavioural boundaries and outlines procedures for referral.

### **Principles**

Ravenscroft Community School has a positive and welcoming ethos and is a safe and secure environment for effective learning and teaching.

- A place where expectations of work and behaviour are high and consistently applied.
- A place where praise, reward and celebration of success are at the heart of our school life.
- A place where all relationships are based on respect, co-operation and understanding.

### **Aims**

- To promote an understanding of a core set of shared values.
- To promote positive behaviour.
- To prevent all forms of bullying and reduce the numbers of pupils who experience bullying through increasing awareness of this behaviour, its causes and consequences to the pupils, staff, parents and carers who make up the school

community, and to help pupils find and put into practice a series of solutions to the problem of bullying.

- To encourage both self and mutual respect.
- To foster self esteem.
- To celebrate diversity.

## **Objectives**

### **The staff will:**

- ✓ Model and promote high standards of appropriate behaviour
- ✓ Know the children as individuals
- ✓ Make the children aware of the code of conduct
- ✓ Treat all children fairly and justly, respecting individuals at all times
- ✓ Be positive by noticing, praising and rewarding children for good work and behaviour
- ✓ Use rewards and sanctions in a fair and consistent way
- ✓ Involve and consult parents in the management of their child's behaviour
- ✓ Consult and involve senior members of staff and fellow professionals or agencies as appropriate
- ✓ Provide focused support, as appropriate through clear communication with the child, and resolve issues to a fair conclusion
- ✓ Engage in induction procedures

### **The children will:**

- ✓ Follow the code of conduct
- ✓ Feedback on policy, practices and behaviour issues via the school council
- ✓ With support, be enabled to take responsibility for their own behaviour
- ✓ Support each other and promote good behaviour through in school initiatives such as; play leaders, reading buddies, circle of friends, circle time and peer mentoring

### **The parents will:**

- ✓ Model and promote high standards of appropriate behaviour and follow Parent's/Carer's Code of Conduct.
- ✓ Support our behaviour policy and code of conduct by reading through and signing the home school agreement with their child
- ✓ Share concerns about their child's education and well being and behaviours which may affect children's attitudes and behaviours in school.
- ✓ If necessary, agree a suitable behaviour plan designed to meet the individual needs of their child

It is the aim of the school to help develop self-discipline within each child and an understanding of the need to behave in a socially acceptable manner.

The members of staff and governors alike feel that parents must be responsible and accountable for the behaviour of their children. It is important that the parents and school work

together for the benefit of the child.

The children are expected to respect other people and their property. They are expected to behave in a polite and obedient manner to all adults and towards each other.

The school believes in promoting good behaviour through praise and encouragement.

In the classroom teachers are responsible for encouraging and rewarding good behaviour. They are responsible for the management of discipline and should deal with all minor offences themselves through class systems of rules, rewards and consequences for example this may involve a child having to stay in at break time to complete assigned work.

At the end of each year the children will spend a session with their class teacher for the next year so that they can get to know them. The staff will also have a pupil progress meeting to talk about the children in their class with the new teacher. This ensures that any behaviours and successful strategies for children with special needs may be passed on and help with continuity for the children. KS2 children have transitions sessions at Kirkby High school so they can become familiar with the school, its layout and the staff there.

The school promotes good behaviour in a number of ways ending in a weekly assembly to celebrate the children's' achievements. KS1 children are positively rewarded by being placed in the good book for outstanding work and most helpful, there is a special award for the child of the week, while the KS2 are involved in a school house point competition. Year group awards include weekly certificates for good manners, most helpful child and outstanding work. At Foundation stars of the week are chosen. Inappropriate behaviour is not acceptable at any time. This is recorded on individual behaviour cards in KS1, and at Foundation Stage. If a child's behaviour is repeatedly inappropriate the parents will be sent for and the child placed on a target diary if their behaviour persists they are placed on the appropriate stage of the Code of Practice.

### **Code of Conduct**

The Code of Conduct articulates what we value at Ravenscroft Primary and describes specific behaviours that help people to belong.

The Code of Conduct is recognised as the pathway to effective learning and achievement through positive behaviour.

The code is an integral feature of our school life and as such, is on display in every teaching room and area.

Children are reminded of the code at the start of each school year by class teachers and this is reinforced throughout the year in whole school assemblies by the Headteacher.

This code was arrived at, and agreed by consultation with children, staff, parents and governors, and is reviewed annually alongside the behaviour policy.

- **We always use good manners around school. We are **honest**.**
- **We listen when someone is talking to us. We **enjoy** learning.**
- **We know what good learning is and we work hard. We want to **achieve**.**
- **We are kind and helpful to others. We are **respectful**.**
- **We always try to improve our knowledge and skills. We are **talented**.**

In the KS2 classes' penalties as part of the house system may be given, with more severe disruptive behaviour being dealt with through the school pastoral system.

## **The School Pastoral System**

### **Aims:**

- To try to deal with the problem of bullying
- To give protection and security to all the children
- To make the school approach more consistent so that it can be more effectively applied
- To help newly appointed teachers by having more detailed guidelines with regard to certain cases of unacceptable behaviour
- To improve the learning atmosphere within the school, thus helping the majority of well behaved children who wish to learn in a pleasant non-threatening environment
- Adopt similar approaches to other schools in our locality
- To have a record of children who misbehave
- To create a sense of fairness amongst all the children.

All teachers accept responsibility for maintenance of good behaviour throughout the school and model the types of behaviour encouraged by school policy.

Penalties are given after a verbal warning for minor behaviour infringements and 10 house merits are deducted from the weekly total of the house of which the child is a member

More severe disruptive behaviour is dealt with in a more structured way.

A The School operates a pastoral system – detentions being given to pupils at break time and lunch time for a 10 specific reasons:-

- 1 Violent fighting
- 2 Unprovoked assault
- 3 Aggravated assault
- 4 Aggressive/threatening behaviour
- 5 Bullying
- 6 Wilful vandalism/damage
- 7 Disrespectful
- 8 Disobedience
- 9 Persistent Disruptive Behaviour
- 10 Refusal to do appropriate classwork

B An incident report sheet for children to complete as part of their detention punishment. These are retained and catalogued.

C Each detention results in 25 house merits being deducted from the weekly total of the house of which the child is a member.

- D All children involved in reported incidents at break will be counselled by the teacher on pastoral duty. If the incident happens during lesson time or at the end of break the children should be sent to Miss Hegarty or Learning Mentor for counselling.
- E Children repeatedly on detention will be placed on a behaviour diary and their behaviour monitored and shared with home.
- F Teachers take responsibility for children who misbehave in other ways or who fail to complete work rather than rely on the pastoral system. This may involve them completing work during their break time.

## **ORGANISATION**

- 1 All members of staff will be involved in counselling children or overseeing detentions
- 2 Detentions will take place in the Junior resource area
- 3 All children should complete an incident report sheet during the detention time. Sheets and pencils are provided in the detention box
- 4 Report Sheets are collected and monitored and filed by the INCO

## **PROCEDURES**

An incremental set of procedures is to be followed in dealing with behavioural concerns.

The Support Services will be called in to advise or help during the on going process as and when it is thought necessary. Referral to our Pastoral Lead is made at stage 1.

### **At Foundation and Key stage 1:**

- After 5 entries on behaviour card, contact parents with concerns
- After 10 entries on behaviour card, Headteacher invites parents in to discuss their child's behaviour and place on a target diary in KS 1 and a Target Card in foundation for 2/3 weeks. If there are no further incidents during that week, no target diary will be issued for the coming week. If there are incidents recorded on the target diary, parents will be recalled, informed that the target diary must be continued and that the child will be placed on a register for behavioural concern – Class Support. If behaviour does not improve after one term, the child will be registered as School Support; and a Behavioural Provision Plan drawn up by the INCO/Class Teacher with advice from external agencies where appropriate.

### **At Key Stage 2:**

- 1 After 3 detentions in half a term, invite parents in to discuss their child's behaviour and show them incident reports

Place on a behaviour record card for a week. If there are no further incidents the card will be kept on file. If there are incidents recorded parents will be recalled and informed that the behaviour record must be continued.

*After 6 detentions in any one term, the child will be placed on Class Support on the Code of Practice due to behavioural concerns.*

- 2 If behaviour does not improve after one term, the child will be registered as School Support; and a Behavioural Provision Plan drawn up by the INCO/Class Teacher with advice from

external agencies where appropriate.

- 3 At this stage a pupil may be excluded from school for a specific period. On return the pupil is placed on a target diary.

Behaviour is reviewed weekly by the Inco and a termly report is given to the Governors by the Head.

- 4 A Pastoral Support Programme may be drawn up for pupils deemed at risk of permanent exclusion
- 5 Permanent exclusion

### **Examples of Unacceptable Behaviour**

- Physical aggression or intentional injury to staff, other children or damage to school property
- Swearing, verbal aggression or other inappropriate language that the child KNOWS is inappropriate
- Leaving the class, building or site without permission.

### **Needs of the child will be taken into account**

### **Examples of Bullying**

- **Physical** – hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.
- **Verbal** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.
- **Emotional/psychological** – excluding someone from a group, humiliation.
- **Racist** – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.
- **Gender / Sexual** – sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.
- **Physical Aggression** – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, and homophobic violence.
- **Electronic** – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites.

## What the law\* says: Maintained Schools

1. The headteacher must set out measures in their school behaviour policy which aims to:
  - promotes good behaviour, self discipline and respect;
  - prevents bullying;
  - ensures that pupils complete assigned work; And which - regulates the conduct of pupils
2. When deciding what these measures should be the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body.
3. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008).
7. Parental engagement. After the Deregulation Act 2015, Schedule 16 paragraph 2 is commenced in January 2016 schools will no longer have a statutory obligation to have in place home school agreements. Home-school relations are important but schools can determine how best to foster these relationships. If schools choose they can have voluntary home school agreements.

### \* January 2016 – DfE Guidance: Behaviour and Discipline in Schools. Advice for Head teachers and School Staff

When formulating this policy, we have followed this guidance and reflected on the 10 aspects of school practice that, when effective, contribute to the quality of pupil behaviour:

- A consistent approach to behaviour management, teaching and learning;
- School leadership;
- Classroom management, learning and teaching;
- Rewards and sanctions;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support; • Pupil support systems;
- Liaison with parents and other agencies;
- Managing pupil transition
- Organisation and facilities.

We believe consistent experience of good teaching engages pupils in their learning and this has a positive impact on behaviour. The consistent application of good behaviour management strategies helps pupils understand the school's expectations.

### School Leadership

Effective leadership in school is central to creating a climate of security and good order that supports pupils in managing their behaviour. The Headteacher and governors have a critical role in identifying and developing values and expectations that are shared by pupils, parents and staff. All members of the school leadership team have a responsibility to 'lead by example'.

Leadership to support positive behaviour is shared across the whole staff, including senior leaders, classroom teachers and support staff. Parents also have a responsibility to support the high expectations of the school. Governors play a pivotal role by monitoring and supporting the policies they have adopted.

In partnership with parents, we set high expectation for pupils and staff in all aspects of the school's life and show how they are to be met:

By clear codes of conduct;

At Ravenscroft we ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day;

Senior leaders model the behaviour and social skills they want pupils and staff to use at all times;

Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.

### **Use of Force**

It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. For this reason it is necessary to establish a system of safeguards to protect pupils and staff.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of- school activities).