



# Ravenscroft Community Primary School

# BEHAVIOUR POLICY

February 2024

# RAVENSCROFT COMMUNITY PRIMARY

## SCHOOL BEHAVIOUR POLICY

### Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- o [Behaviour in schools: advice for headteachers and school staff 2022](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)
- o [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- o Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- o Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- o [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### **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 to applying the policy of the school fairly and consistently.

It is important to recognise that this behaviour policy will 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 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.

## **Roles and responsibilities**

### **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.

## **The Governors**

The governors are responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

## **The Headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governors
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## **The Inclusion Lead**

The INCo is responsible for the following:

- To track and monitor any behaviour incidences during the school day.

- To gather and quality assure all required paperwork and statements following a behaviour incident so it can be reviewed.
- Monitor and update relevant policies.
- To support staff to ensure the policy is implemented by staff consistently with all groups of pupils
- To compile data and report to governors termly on the behaviour in school.
- Disseminating any training received and to share good practise with staff.
- To support staff in managing learners with more complex or negative behaviours
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice
- Liaise with SEND team to ensure prompt provision where needed

### **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 time and peer mentoring.

## **Parents and carers, should where possible:**

- 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 given house points as well as certificates for outstanding work and most helpful and there is a special award for the child of the week in our weekly celebration assembly. While 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. If a child's behaviour is repeatedly inappropriate the parents will be sent for, and the child placed on a target diary/behaviour card if their behaviour persists, they are placed on the appropriate stage of the Code of Practice.

## Ravenscroft Primary School Behaviour Code

Our Behaviour Code articulates what we value at Ravenscroft Primary and describes specific behaviours that help people to belong.

Our Behaviour Code 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.

Our behaviour code is based around our core 'REACH 4' expectations, which are displayed in every classroom and around the school. These are the expectations for everyone within our school community.

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

<b>R</b>	We treat everyone with <b>respect</b> .
<b>E</b>	We strive for <b>excellence</b> and <b>enjoyment</b> .
<b>A</b>	We <b>aspire</b> to <b>achieve</b> and be the best we can.
<b>Ch</b>	We make good <b>choices</b> .

### 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 regarding 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 staff 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/ reflection sessions being given to pupils at break time and lunch time for 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 / session. These are retained and catalogued.
- C** Each detention/ session 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 Mrs Coleman or Mrs Clark for counselling.
- E** Children repeatedly offending 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; reflective sessions will take place in a classroom / computer suite?
- 3 All children should complete an incident report sheet during their session. Sheets are provided in the relevant folders.
- 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 ongoing 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 penalties, contact parents with concerns
- After 10 penalties, the Headteacher invites parents in to discuss their child's behaviour and places them 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 will be drawn up 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 will be drawn up 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.**

### **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- o Deliberately hurtful
- o Repeated, often over a period of time
- o Difficult to defend against

Bullying can include:

- **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, tormenting and being unfriendly .
- **Prejudice-based and discriminatory, including**

**Racial**

*Taunts, gestures, graffiti, or physical abuse*

**Faith-based**

**Gendered (sexist)**

**Homophobic/biphobic**

**Transphobic**

**Disability-based**

- **Gender / Sexual** – Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- **Cyber-bullying** – Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).

The school's actions to prevent and deal with bullying are outlined in the schools anti-bullying policy.

### **Responding to misbehaviour from pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- o Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- o Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- o If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include:

- o Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- o Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- o Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- o Training for staff in understanding conditions such as autism
- o Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Soaring to Success

- o Was the pupil unable to understand the rule or instruction?
- o Was the pupil unable to act differently at the time as a result of their SEND?
- o Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes' then school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **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:

- Causing disorder
- Hurting themselves or others
- Damaging property

## Committing an offence

Incidents of reasonable force must:

- o Always be used as a last resort
- o Be applied using the minimum amount of force and for the minimum amount of time possible
- o Be used in a way that maintains the safety and dignity of all concerned
- o Never be used as a form of punishment
- o Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical condition.

