Ravensbury Community School

Consequences and powerful positive reinforcement are used to change negative behaviours and support positive ones. Consequences are always followed through.

Expectations are clear and shared with all stakeholders. Adults in school consistently apply the agreed behaviour policy.

Bullying in any form is not tolerated and is dealt with effectively.

Behaviour Management Policy

Children are supported to understand their own feelings and those of others, and use these to put right any disputes.

Children are supported to understand their feelings and those of others and to communicate and find ways to put things right when they make wrong choices.

There is a common understanding of behaviour expectations and consistent processes used by staff across the school.

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Ravensbury Community School

<u>Behaviour Management Policy</u>

Rationale

*Ravensbury Community School is a principle-led school. The **principles** are non-negotiable but the resultant practice will be varied and individual and reflect the expertise of all staff.* We believe that promoting and maintaining high standards of behaviour is the responsibility of the whole school community. We encourage self-discipline in all children and provide an effective environment for all children to learn and for teachers to teach. All staff in the school, teaching and non-teaching, including lunchtime staff, have a role in effective behaviour management.

Our whole school approach to behaviour management promotes school success and improvement by:

● Creating a safe and caring environment where children can reach their full potential

● Creating an environment that encourages and promotes respect

● Teaching children how to make good choices and develop self-discipline

● Giving children chances to make decisions so that they can learn about responsibility and independence

● Recognising, rewarding and emphasising positive behaviours

● Promoting a consistent framework for children's behaviour through the involvement of all staff

● Gaining the support of parents and ensuring their involvement

● Having a clear and progressive behaviour management structure (see appendix 1)

Key principles

- Use of consequences in combination with powerful positive reinforcement to change negative behaviours and support positive ones. Consequences are always followed through. Good choices are celebrated in a variety of ways.

- Setting of clear expectations which are shared with all stakeholders. Parent and pupil opinions are

  sought and used to monitor and evaluate the effectiveness of the behaviour management policy.

- All adults consistently implement the behaviour policy and model the behaviours which we want to see **including resolution of conflict.**

- Using the language of choice which places responsibility about behaviour with the pupil.

- Sharing a common understanding of behaviour and a consistent way with which behaviour is dealt. Rules and systems are displayed in every classroom and around the school and regularly reinforced within the classroom, on the playground and across the wider school.

- Children are supported to understand the perspective of others, to communicate thoughts and feelings effectively and to put behaviours right.

- Bullying, in any form, is not tolerated and is dealt with effectively.

The principles of this policy enable the class teacher to manage children's behaviour in class. The policy is designed to enhance the authority of the teacher. It is intended that staff use their professional judgement at all times when using the behaviour policy and that teachers exercise a degree of flexibility when using it. A clear escalation process (outlined on page 6) ensures that repeat behaviours and more serious behaviours are dealt with by increasing the involvement of school leadership and more serious consequences and support process to encourage behaviour change.

Relationship to other policies

This policy should read in conjunction with policies on E-safety, Ant-Bullying, Safeguarding, Equality and Diversity and SEND.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff at Ravensbury. This includes supply staff and visitors to the school.

It is expected that all staff will:

Establish and follow golden rules with their class

Provide children with a good role model

Establish the traffic light system in their classroom and ensure that the golden rules are followed during lesson times.

Treat each child fairly, and enforce the classroom code consistently.

Treat all children in their classes with respect and understanding.

Apply rules and sanctions consistently, proportionately and in a manner appropriate to the needs of the children

Challenge any unacceptable behaviour

Ensure that parents are aware of repeated low-level negative behaviour

Keep a record of all red behaviours on CPOMS to help identify patterns or recidivists.

Work in partnership with parents or carers to find a constructive solution to any situation which is causing concern

Report any concerns about the behaviour or welfare of a child to SLT or safeguarding leads.

It is expected that children will:

Behave respectfully to others

Follow the golden rules in school

Follow the traffic light behaviour system

Behave in a way that keeps others and themselves safe

Be willing to learn

Allow others to learn around them

Attend school regularly

It is expected that parents/carers will:

Praise and encourage their child's efforts and achievements

Ensure that their children attend school and arrives on time

Contact the school if their child is absent or will be late

Inform the school of any events which may affect their child's behaviour in school, so that it can be dealt with sensitively

Support their child in behaving appropriately

Support the school if sanctions are applied to their child for inappropriate behaviour

It is expected that the governing body will:

Support the school in its efforts to address issues related to behaviour management

Monitor the effectiveness of the school's behaviour policy

Golden Rules

As a framework for the procedures and systems in this policy, we have 3 basic rules for behaviour in our school:

Be Responsible	**Be Respectful**	**Be Safe**
Arrive on time	Respect others	Listen carefully and follow instructions
Be ready to learn	Respect the environment	Be in the right place at the right time
Have correct equipment	Respect self	

Behaviour Management in Practice

A Clear and Progressive Structure

Across the school, a visual system, 'the zone board' is used.

Foundation Stage

OUTSTANDING zone

Proud Cloud in the Foundation Stage

For showing a conscious and sustained effort to learning/behaviour over time. Celebrated in the classroom and a slip or sticker sent home

↑

Green Zone

All children start on green each day

Supporting and encouraging positive behaviour

↓

Warning 1 – Friendly verbal or visual warnings to support the child in making good choices about their behaviour. Nothing is recorded on CPOMS.

↓

Amber Zone

For low level behaviours. Child moves name onto amber.

Record name and reason on CPOMS. Consequence of 2 minutes time out in class given.

Time given for discussion with adult to reflect on behaviour choices?

↓

Red Zone

For continued low level behaviour or direct higher level behaviour.

Record name and reason on CPOMS. Parents informed via text message.

Child sent to phase leader outside of learning time.

Child sent to partner class

Key Stage 1 and 2

OUTSTANDING zone

For showing a conscious and sustained effort to learning/behaviour over time

Sticker given

↑

Green Zone

All children start on green each day. Supporting and encouraging positive behaviour

↓

Warning 1 – Friendly verbal or visual warnings to support the child in making good choices about their behaviour. Nothing is recorded on CPOMS

↓

Amber Zone

For low level behaviours. Child moves name onto amber. Record name and reason on CPOMS KS1

Time out in class – moved to place to reflect on behaviour (with adult if necessary e.g. on carpet)

↓

Red Zone

For continued low level behaviour or direct higher level behaviour.

Record name and reason on CPOMS. Parents informed via text message.

10 minutes of golden time not earned. Child sent to phase leader outside of learning time.

Child sent to time out in partner class – sent with timer for 5/10 minutes – adult discretion depending on offence

Record name and reason on CPOMS.

Adult responsible to have conversation with child when they come back to class to discuss their behaviour

If they do not turn their behaviour around and have more than on red in a day – sent to deputy for next time out

Break times and Lunch times

The Golden Rules apply during break and lunchtime. Adults on the playground support children by modelling good behaviours, encouraging cooperative play and identifying and problem-solving issues where possible. Time on the playground is designed to be productive through a timetabled zone system and a range of independent and guided activities.

Pupils who display negative behaviours are given a verbal warning to encourage them to adjust their behaviour and make better choices. This may be supported by the pupil staying close to the adult or taking part in an alternative activity that the adult has chosen, i.e. giving the pupil a focus to support them in making better choices.

If the pupil continues to display unwanted behaviours or a more serious behaviour at break or lunch time, the child is given 'time-out' to be carried out during the lunchtime break. Here a child will talk through their behaviour and complete a 'put it right' sheet. 'Time-outs' are recorded on CPOMS if it is a 'amber' or 'red' incident by the adult who is supervising. This information will be passed on to class teachers. This year will also see the addition of 'peer mediators' – year 5 and 6 children trained to support younger children to solve problems positively on the playground.

The Green and Outstanding Zones - Supporting and Encouraging Positive Behaviour

We aim to create a climate that encourages responsibility and good choice making. We do this by actively promoting, teaching and supporting positive behaviour in the following ways:

- Making explicit the desired behaviours at times such as registration, PSHE, and assemblies, as well as with individual pupils who may require further support.
- Supporting positive behaviours through the curriculum and organisation of the learning environment.
- Personalised strategies with individual pupils to support and encourage positive behaviour

Examples of positive behaviours	Examples of rewards
Being kind to others	Verbal/non-verbal praise
Great effort in class	Stickers and certificates
Contributing to class discussions	Special responsibilities
Being helpful	Positive visits to other adults/classes
Producing high quality pieces of work	House winner treats half termly
Taking responsibility for own learning	Outstanding behaviour treats half termly
Setting a good example for others	Weekly behaviour star assembly
Honesty	Weekly golden time earned through good behaviour
Sharing	Use of the Outstanding Star, Proud Cloud and Busy Bees
Good presentation	
Working quietly	Praise postcards sent home
Being restorative	Weekly praise assembly

The Amber Zone

Children are given a verbal warning before entering the amber zone. The verbal warning provides a bridge between positive comment/reward and actual consequences for negative behaviours. In this way, adults support children to be self-disciplined by promoting high behaviour standards.

If the pupil continues to display negative behaviour after the verbal warning has been given, then the pupil moves their name to amber. Adults will specifically name the choice made by the child and how this relates to the Golden Rules. Its purpose is to alert the children to the fact that they need to make better choices and change aspects of their behaviour. If a child is given an amber warning in class, it is recorded on CPOMS. Adults will be actively looking to see children engaging and behaving appropriately, at which point they will be moved back into the green zone.

Examples of low level inappropriate behaviours (not an exhaustive list)
Shouting out
Not responding to instructions
Getting out of seat unnecessarily
Distracting others
Talking when they should be listening
Speaking over adults
Walking away or answering back
Being off task
Rocking on chair
Wearing makeup or unapproved clothing
Coming into the building at break or lunch without permission
Not completing work in the given time

The Red Zone

Incidents in this category are logged on CPOMS to allow staff to identify patterns and wider issues and shared via text with the parents at the end of the school day. This will either for another or continued low level behaviour or for a more serious incident, such as those below.

Examples of behaviours that result in a 'direct red'	Consequences
Using inappropriate language (swearing or discriminatory) Answering back disrespectfully Walking out of the classroom without permission Disrespecting Swearing	Parents informed by text message 10 minutes of golden time not earned See phase leader outside of learning time *Child sent to partner class for a 5 minute 'time out' if appropriate* *Teachers may use other strategies if it is seen to be appropriate – e.g. Sending them to another classroom SLT if behaviour is too disruptive.*

Serious Incidents

Serious incidents are very rare. These incidents circumvent the normal behaviour system the Headteacher of Deputy Head Teacher who will deal with the incident.

The Headteacher or Deputy Headteacher may, in the event of an exceptional incident, reluctantly take one of the following steps, depending on the severity of the incident and the pupil's record of previous interventions/exclusions

Examples of serious incidents referred to SLT	Examples of consequences
Fighting Assault of an adult or another child Hiding or running away from an adult Extreme disrespect of an adult Vandalism, including deliberately damaging property, flooding and graffiti Unsafe behaviours Discriminatory behaviour (e.g. racist, homophobic)	Exclusion to another classroom or with a senior leader to work in isolation Parents to meet with SLT **Phase/ behaviour lead** Exclusion from out-of-school activities Break or lunchtime exclusion Specific acts of reparation in relation to the behaviour Sent home with learning External exclusion (to another school) Fixed Term exclusion (see LEA Guidelines) Permanent exclusion (see LEA Guidelines)

Serious incidents are logged in the Serious Incident Behaviour Log and on CPOMS? by the senior leader involved.

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

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:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying in any form is taken extremely seriously. Incidents of bullying are dealt with quickly and effectively as outlined in our Anti-Bullying policy. Instances of bullying are recorded on CPOMs and regularly reviewed by safeguarding team.

Escalation

Children are supported by adults to amend their behaviour following a red incident. In the case that children are on more than one occasion receiving a red warning, the level of intervention and support will escalate.

Within one half term:

Number of 'reds'	School response
1	Text message sent to adult at home
2	Text message sent home Appointment made with parent to meet with class teacher (and a phase leader or behaviour leader if necessary) to discuss behaviour and consequences and devise a support system
3	Text message sent to adult at home Appointment made with parent to meet with the behaviour lead to discuss behaviour Referral to the pastoral team Half day exclusion
More than 3	Text message sent to adult at home Appointment made with parent to meet with a senior leader to discuss behaviour A more serious consequence will apply

We have the right to take measures to keep pupils and staff safe.

These measures include:

The headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon

A legal duty on schools to make provision to tackle all forms of bullying

There will also be zero tolerance of any form of serious assault on pupils or staff

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

Causing disorder

Hurting themselves or others

Damaging property

Incidents of physical restraint must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

 Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents

Racism and Homophobia

Like bullying, racism and homophobia can exist in any school.

All pupils should know that racism and homophobia are wrong.

Pupils should tell any adult if they know of any racism or homophobia in school.

All staff take cases of racism and homophobia seriously; they aim to ensure that they are known to be unacceptable.

The Headteachers reports to Governors on racist incidents and incidents of homophobia on a yearly basis. All racist and homophobic incidents will be dealt with no matter how trivial they may seem to be.

If staff are aware of racism or homophobia, they should refer it to the Headteachers directly.

Children with Particular Needs

Some children with very specific difficulties find it hard to behave positively and they will be given additional support by the school. These measures will be applied with a view to a child improving their behaviour through targeted support and as such, a personalised individual behaviour plans will be written and monitored regularly by the class teacher and the behaviour leader or a senior leader.

Additional support in school includes;

- Pastoral Support Programmes for children who have Behavioural, Emotional and/or Social needs

- Targeted 1 to 1 support from a specific adult

- A modified behaviour system

- Allocated time from a dedicated Pastoral Support Teaching Assistant to work through focused, individualised intervention programmes

- Access to Social/Emotional Inclusion Groups working in small groups, with a peer or alongside their parent supported by staff trained in the delivery of the programmes

- Access to a Play Therapist or Drama Therapist

- Reward times with a named person

- Support resources applied in collaboration with the behaviour leader or SENCO

- Family support from the school support worker.

Monitoring and Evaluation

All incidents logged on CPOMS are analysed and evaluated each half term by the behaviour lead who will identify children who have a significant number of 'reds', Time-outs and/or serious incident logs. A report is given to the Governing Body at the Achievement and Inclusion committee meeting every half term, outlining the number of amber and red behaviour incidents each year group.

All red incidents logged on CPOMS are brought to the attention of the DHT or AHT and are dealt with immediately.

Behaviour systems, and their effectiveness, will also be reviewed and discussed at these meetings in order to maximise the impact they are having on behaviour, achievement and attainment.

Stakeholder Perceptions and Opinions

The school is committed to understanding the perceptions and opinions of all its stakeholders and will regularly carry out Pupil, Parent and Staff surveys about a range of issues. Where issues have been raised, there will be clear, targeted actions to address the issues and the stakeholders will be informed about them. Actions will then be evaluating by seeking stakeholder perceptions and opinions when there has been time for the actions to have an impact. Behaviour is a standing item on the half termly Achievement and Inclusion Governors meeting; reports on behaviour are presented and discussed each term