Ravensbury Community School



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Behaviour Management Policy

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.

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

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

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

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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.

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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.

Key Stage 1 and 2

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

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

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

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Amber Zone
For low level behaviours. Child moves name onto amber. Record name and reason on CPOMS KS1
5 minutes of golden time not earned

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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.
Record name and reason on CPOMS.

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 (see appendices). '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
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Examples of positive behaviours	Examples of rewards
Being kind to others Great effort in class Contributing to class discussions Being helpful Producing high quality pieces of work Taking responsibility for own learning Setting a good example for others Honesty Sharing Good presentation Working quietly Being restorative	Verbal/non-verbal praise Stickers and certificates Special responsibilities Positive visits to other adults/classes House winner treats half termly Outstanding behaviour treats half termly Weekly behaviour star assembly Weekly golden time earned through good behaviour Use of the Outstanding Star, Proud Cloud and Busy Bees Praise postcards sent home 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 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 *Teachers may use other strategies if it is seen to be appropriate – e.g. Sending them to another classroom 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. It is the Headteacher's/Deputy Headteacher's responsibility to inform parents that their child has been on red and the class teacher about any associated consequence.

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 Discriminatory behaviour (e.g. racist, homophobic)	Exclusion to another classroom or with a senior leader to work in isolation Parents to meet with SLT 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 SIMS by the senior leader involved.

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 a senior leader 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

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 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