

RAVENSWORTH C.E. PRIMARY SCHOOL BEHAVIOUR POLICY

'Firm Foundations for the Future'

We believe that good behaviour and discipline are the key foundations for effective teaching and learning to take place. For success and achievement all members of staff and pupils should be aware of the values which matter within the school and surrounding community. Rules need to be fully understood by staff, children, parents and governors and applied consistently and fairly.

School Values

These form the basis of our school's behaviour policy. Everything contained herein flows out of these key principles.



Aims

- To co-operate with each other and create a caring ethos within the school
- To positively encourage children to behave in a responsible way, both towards themselves and others
- To promote courtesy, consideration and respect for others at all times
- To promote honesty, trust and fairness within the school and local community
- To promote respect for property and the environment
- To assist children to grow up with a clear and acceptable view of what is right and what is wrong, appreciating the needs of others
- To engender resilience and maturity when encountering problems or difficulties

Guidelines

Encouraging good behaviour

- Good behaviour is positively encouraged and staff set a good example by approaching each other with politeness, courtesy and encouragement
- Good behaviour in the classroom, playground, at lunch time, during assemblies and on visits is praised to demonstrate its importance

- Opportunities are provided for pupils to develop responsibilities which improve self-esteem e.g. monitors, lunchtime duties etc.
- Curriculum time is allocated to Personal, Social, Health & Citizenship with particular emphasis on SEAL Education which develops relevant skills and strategies e.g. through circle time and role play
- Religious Education helps children to explore what it means to be good citizens, and engenders respect for those who have different cultures or beliefs
- Attention is drawn towards children who are demonstrating good behaviour
- School Values (see above), created in partnership with all stakeholders, including the children, are displayed and regularly discussed and referred to, in celebrating good and managing poor behaviour
- Each class has their own positive reinforcement scheme that is age appropriate and suitable for pupils in that class e.g. traffic lights, names on the board, stickers etc. to encourage good behaviour
- Showing work to other classes and/or to the headteacher
- The 'Courtesy Cup' donated by Rev Williamson is awarded each week in the whole school collective worship to an individual or group. Nominations for this award are drawn from the children themselves.
- 'Star of the Week' certificates are awarded to individuals in our collective worship for achievement in class to build self-esteem.
- 'Badger Award' for living out our school values is awarded each week following nominations from children and staff, providing children with an active and engaged link to the values
- Children are awarded 'jewels in the jar' for good behaviour and work ethic – these are collected in the whole school jar which, when full, entitles children to a 'treat'. This system ensures that children see themselves as part of the school community and are working together for excellence, and children are encouraged to share, in collective worship, what exactly they received jewels for – thus further embedding the notions of good behaviour.

What happens when children misbehave?

The response made towards misbehaviour depends, of course, upon the degree of seriousness of what has taken place; it also depends upon the age of the child and how frequently misbehaviour is occurring. Sometimes there are factors, which must be taken into account and allowances made. For example a child's emotions and judgement may be affected by traumatic events taking place out of school causing the child to feel disturbed and lacking in self-esteem. In these cases, flexibility is built into this policy to adjust for specific needs – such pupils will usually have an Individual Provision Map which details these adjustments.

Most poor behaviour is dealt with by a prompt reprimand and explanation of expected behaviour, referring to the school values or class rules. Often staff will talk to the pupil/pupils concerned and use strategies such as circle time/solution circles/restorative practice to deal with the situation. Parents are encouraged to inform class teachers if there is anything happening outside of school hours that may have an impact on their child's behaviour.

Sanctions

There needs to be a healthy balance between rewards and sanctions. Any sanctions should reflect the seriousness of the misbehaviour shown. Children achieve more and are better motivated when success is commended rather than emphasis being placed on failures and shortcomings. Nevertheless, sanctions and punishments are necessary, not just to show disapproval but to safeguard the well-being of all children, and occasionally to protect the authority of all staff. It is vital that there is agreement by staff and children about what counts as unacceptable behaviour. To work satisfactorily sanctions must:

- Show a clear distinction between minor and more serious misbehaviour
- Allow flexibility in their usage to suit individual circumstances whilst remaining fair and just
- Make it clear that it is the misbehaviour that is disapproved of, and not the child

The school will seek to deal with misbehaviour without parental involvement except in instances of extreme / severe / frequent incidents. In these cases it is important to enlist the support of parents/guardians so that home and school can work together in an attempt to bring about change. If misbehaviour involves two specific children, a 'parents' consultation' may be called in which both sets of parents are invited into school to discuss how the children can be better supported to prevent future problems.

Under normal circumstances however, the following courses of action over misbehaviour would be used, thus allowing for amends to be made. An 'Incident Book' is located in the hall to record incidents of inappropriate behaviour. The headteacher is always informed of serious incidents or repeated bad behaviour. A separate 'Major Incident' book is maintained in the headteacher's office to record the most serious instances of misbehaviour.

Minor Sanctions

To be used at the teacher's discretion:

- Misbehaviour ignored but attention drawn to another child who is behaving appropriately
- A 'telling' glance / non-verbal rebuke (e.g. click of fingers etc.)
- A verbal rebuke
- A discussion with the child to point out unacceptable behaviour and advice on how to improve
- Good models of appropriate behaviour by staff if a mistake has been made
- Move to another place or seat, this may be temporary and then the child decides, if possible, to re-join their peers
- Wait behind at end of lesson
- Be made to stand for a brief moment
- Apologise for a wrong-doing after discussion about the incident with an adult
- Made to right the wrong that was done (e.g. tidy up the mess)
- Made to sit near the teacher/teaching assistant
- Sent to work in another class / sent to headteacher
- Temporarily hold up proceedings whilst waiting for misbehaviour to cease
- Starting up proceedings again with an explanation
- Discussion of incident with reprimand
- Incident note sent home/parents contacted by class teacher for explanation/clarification (one off incident)
- Payback time, break or lunch time ('Move down' on traffic light system)
- Stand by the hall doors outside during playtime to cool off
- Miss out on attending lunchtime or after-school clubs or events when appropriate.

Serious Misbehaviour and Sanctions

The following are some examples of behaviour, which we at Ravensworth CE School find unacceptable, and the sanctions we have in place to deal with them after minor sanctions have been used or the behaviour is deemed serious enough to use these sanctions straight away. Serious unacceptable behaviour may include bullying, swearing or verbal abuse, disrespect to adults, failure to respond to adult requests, kicking, poking, pushing, hitting, threatening behaviour, fighting and causing deliberate injury.

The headteacher will be informed when any formal contact is made with parents/guardians by class teacher by letter, email, text, or phone. Serious incidents are logged in the file in the headteacher's office. Extremely serious incidents are recorded in the NYCC Blue Book (Major Incident Book). A formal meeting may be arranged with parents/class teacher and headteacher (child may/may not be present).

- Child may, in the short term, be required to work separately from their peer group for a period of time, either in another classroom or in the hall
- Child is put on a daily behaviour chart for a fixed period, regular written and verbal contact with parents/guardians
- Referral to outside agencies such as the Pupil Support Service/EMS provision for advice and support, (only with parent/guardian's consent)
- Referral to Social Services
- Referral to the Police
- Fixed period, indefinite period or permanent exclusion from school

If the behaviour continues then a formal meeting will be arranged between the parent/guardian, class teacher and headteacher when parents are invited into school to discuss the involvement of outside agencies. Further serious sanctions will then be used as deemed necessary. Exclusions can provide a 'cooling off' period for all concerned and an opportunity to consider how best to continue a pupil's education. It is however, a 'Public Act' and much more serious than any other measure taken as part of the school's Behaviour Policy. It is only used after all other school sanctions have been tried or the seriousness of the misbehaviour requires it. The North Yorkshire LA's guidelines for exclusion are carefully adhered to and are filed in the school office. (Document – Pupil & Parent Services : Guidelines for Schools Exclusion of Pupils – NYCC)

Conclusion

Prompt attempts are made by staff to recognise and rectify any inappropriate behaviour using the guidance of this policy. The governing body monitor and evaluate the effectiveness of the policy; for example through the scrutiny of questionnaires from staff, pupils and parents, pupil conferencing and through monitoring reports from the headteacher in School Improvement Committee or SIAMS Committee meetings.

This policy seeks to ensure that all at Ravensworth School are given the opportunity to thrive in an environment build upon Christian values, creating a climate in which excellence in behaviour, learning and development is possible.

Policy Review led by Rob Campbell (Headteacher) in consultation with staff and governors (through SIAMS Committee), June 2014.

Agreed by staff & governors July 2014.

Anticipated review date Autumn 2017.