



BEHAVIOUR POLICY

This policy sets out the rights and responsibilities of all members of our school community; the rewards and sanctions that we use to celebrate success and to challenge inappropriate behaviour; and how staff and parents work together to support our pupils in developing positive behaviours in all areas of school life. Our Behaviour Policy seeks to promote self-discipline and proper regard for authority.

All members of our school have:

- the right to feel **safe** and a responsibility to ensure the safety of others
- the right to feel **respected** and a responsibility to show respect to others
- the right to be **supported** both in their learning and everyday life and a responsibility to assist and support others
- the right to be treated **fairly** and the responsibility to treat others fairly
- the right to **move freely** and safely subject to rules regarding safety
- the right to have **property** kept safe and a responsibility to care for the property of others

An individual's fundamental right to respect is directly connected to equal opportunities considerations. As part of our curriculum we aim to celebrate the cultures of the home and the community in order to enable children to express and be proud of their experiences. We seek to empower our children so that they can challenge negative misconceptions about themselves and others.

In an atmosphere of mutual respect, good social skills are expected of both adult and child. Pupils are asked to encourage others to conduct themselves well.

At all times it is the behaviour which is to be challenged and moderated rather than the child being blamed. If there is a need to reprimand a child it should be done in an assertive and not in an aggressive way. It is important that children are listened to respectfully and reasons given for the reprimand.

Good behaviour is best encouraged by positive example: not only by recognising and rewarding good behaviour but also by the modelling of good behaviour. As a school we seek to develop outstanding learning behaviour in our pupils so that their consistently thoughtful behaviour is an outstanding factor in their successful learning, creating an extremely positive school ethos where pupils are proud of their own and others' achievements in all areas of school life.

Whilst recognising that consistency is essential to the effective implementation of the Behaviour Policy, each incident will be considered on its own merits, particularly where a child has Special Educational Needs or known extenuating circumstances. Reasonable adjustments will be made where needed.

Children have a right to be treated as individuals and their developmental needs taken into consideration. They should therefore be involved in formulating any of the rules they are expected to understand and follow whether they be school or class rules. Rules should always be positive not negative e.g. Walk when moving around the school (as opposed to "Don't run").

Reward Systems

We have in place the following reward systems:

Star of the Week – certificates are presented weekly in assembly to individual pupils for positive behaviours (often in connection with their learning) and then the certificates are sent home to parents,

Child of the Term – one child in each class is chosen per term (for a variety of positive behaviours) and taken by staff on a “Child of the Term” trip. In a special end of term assembly the winners are announced by their teachers with an explanation of why they have been chosen, celebrating their achievement, and they are presented with a certificate

Governing Body Awards– at the end of the school year, governors award special prizes (books previously selected by prize winners) and certificates to pupils for the following categories in each class: “Best Team Player”, “Best Junior Citizen” and “Best Effort”. Prize winners and their families join governors after the ceremony for refreshments.

Individual Class reward systems are also used where appropriate.

Sanctions

Effective partnership with parents and carers is essential for success in managing children's behaviour. By being welcoming and accessible, we aim to develop a good relationship with parents and carers, as this can be significant in reducing difficult behaviour. Parents/carers should always be kept informed of their child's behaviour – through annual reports, formal and informal discussions and at Parents' Evenings. Parent/carer involvement is needed - including meetings in school - when there are persistent or serious behavioural issues. For children whose behaviour is particularly concerning the school will seek parents' / carers' agreement to seek professional advice and support. E.g. counselling, behaviour Support Services, RIET (Reintegration Into Education Team)

- Unacceptable behaviour is, in the first instance, challenged by the class teacher.
- Teachers in a year group work together to provide 'Time Out' when required.
- If unacceptable behaviours continue pupils may be sent to a member of the Senior Leadership Team to discuss their behavior and how they might make better choices before returning back to class for a fresh start.

Any serious or ongoing behavioural issues must be discussed with the Head Teacher and appropriate members of the Senior Leadership Team. Records, in the form of Positive Behaviour Charts should be kept by staff in respect of serious or ongoing challenging behaviours as these will inform any subsequent discussions with parents/carers and form the basis of any referrals to outside agencies for support/advice. Positive Behaviour Charts will be monitored daily by a member of the Senior Leadership Team.

On the rare occasion when a significant incident of physical violence occurs it should always be reported to parents/carers of all parties concerned either face to face or by telephone on the day that the incident occurred.

Confiscating Items

Items that can be potentially harmful to an individual brought into school may be confiscated by a member of staff. Parents will be informed. In the case of confiscation of a weapon or other illegal item the police will be informed and the item released only to them. The Head teacher can authorise a search without consent for items including stolen property, this search would occur with the pupil present. This would only be used as a final resort and parents of pupils affected would be informed.

Exclusions

Fixed term and permanent exclusions follow the guidance set out in the government document 'Exclusions from Maintained Schools, Academies and Pupil referral units in England' (Sept 2017) and may normally only be undertaken by the Head Teacher. In the absence of the Head Teacher the deputy Head Teachers may proceed with exclusions.

The decision to exclude a pupil for a fixed term may be arrived at in consequence of persistent breaches of school rules and the behavior policy. In such instances lesser sanctions would be deemed inappropriate or ineffective, while a permanent exclusion would be deemed excessive or unnecessary.

Permanent exclusion is a serious matter and will usually represent the culmination of ongoing patterns of behaviour unmodified by a range of appropriate support measures. This measure will only be implemented in response to:

- a serious breach, or persistent breaches, of the school's behavior policy and rules or
- where a pupil's behavior is such that allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

Managed Moves to Another School

There are circumstances that might lead to a managed move if this is considered to be in the best interests of the pupil or others in the school. This would only be undertaken with the consent of all parties involved, in the case of pupils at risk of exclusion and as a viable alternative to permanent exclusion.

Bullying

Bullying and threatening behaviour is unacceptable; similarly no one should be subjected to ridicule or personal insult about any area of their lives including their family, race, culture, belief, gender, sexuality and appearance (see protected characteristics listed in the Equality Act 2010) – see Anti-bullying policy.

Where instances of cyber bullying are perpetrated during school hours or using school equipment Ravenscroft will take action in accordance with the school Behaviour and Anti-bullying policies.

Children should always seek the help of an adult if they have any concerns about the behaviour of others in school.

Incidents Outside of School

In accordance with the Department for Education "Behaviour & Discipline in Schools", the school has a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable". At Ravenscroft this includes unacceptable behaviour when pupils are:

- taking part in any school-organised or school-related activity or
- travelling to or from school and are, in some way, identifiable as a pupil at the school, i.e., wearing school uniform.

Where other incidents occur outside of school, school can provide advice to parents as to further actions that may be taken e.g. reporting to police, contacting service providers

This policy was agreed:	<u>November 2018</u>
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Policy to be reviewed by:	<u>November 2020</u>
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The following documents have been taken into account in the production of this policy:

- Behaviour and discipline in schools Advice for head teachers and school staff DfE January 2016
- Education & Inspections Act 2006 (Section 90 & 91)
- Ensuring good behaviour in schools ; A summary for head teachers, governing bodies, teachers, parents and pupils DfE 2012
- Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with responsibilities in relation to exclusion. DfE September 2017
- Improving Behaviour and Attendance in Schools. DfE April 2013 ,Last updated: August 2014
- Searching, Screening and Confiscation – Advice for Head Teachers, Staff and Governing Bodies (2018) and Section 45 of the Violent Crime Reduction Act 2006. DfE Guidance