

# Behaviour Policy

East Ravensdale Church of England

Primary School



**Wonder Joy Belief**

Review date: .....November 2018.....

## Our Mission Statement

At East Ravensdale Church of England School we will recognise and develop the God-given potential of each member of our school family through the provision of high quality experiences and challenges in an atmosphere of love, trust and respect.

## Our Values

Our school serves its community by providing an education of the highest quality within the context of Christian belief and practice. Together we maintain a safe, stimulating and creative learning environment in which all individuals feel valued, and motivated to enjoy working to a high standard and achieving their full potential. We develop in each individual self-esteem, self-motivation and self-discipline by encouraging courtesy and consideration.

Here at East Ravensdale we foster a sense of curiosity and excitement about the world, encouraging our children to develop a positive attitude to learning, independence and a sense of personal uniqueness, worth and potential within the School family. We will nurture all members of our school community, together showing care and respect, gaining a sense of awe and wonder and sharing responsibility for our school, our Church and the wider environment.

## Guiding principles

The school's Behaviour Policy rests on the following principles:

- to encourage children to value and respect all those whose work is connected with the school and to treat them with courtesy and consideration;
- to promote sharing, love and forgiveness between individuals, in accordance the teachings of Jesus;
- to endeavour to create a rich learning environment in which each child is able to achieve the highest possible standards in work and behaviour;\*
- to develop pupils' awareness of the local community and the wider world and to be aware of issues of justice and peace;
- to involve parents in an effective partnership with the school and their children's education.

Ultimately every child should feel valued as an individual with a unique contribution to make; this to be fostered by positive encouragement and guidance.

\*see teaching and learning policy

## **Golden Rules for everyone at East Ravensdale**

These rules are simple and are designed to create a calm, happy and safe atmosphere.

1. Everyone has the right to learn
2. Everyone has the right to be respected
3. Everyone has the right to feel safe

The Golden Rules are widely publicised at East Ravensdale and clearly set out principles that must be respected and adhered to. The Golden Rules are exemplified through each class' charter.

## **School Courtesy Code shown by children**

The Courtesy Code highlights the behaviours that stem from the Golden Rules and are expected of the children.

Do...

- smile and welcome visitors
- remember "please" and "thank you"
- walk quietly in school
- wait for a break in conversation, say "excuse me"
- let adults (and younger children) through the door first
- offer to hold doors open

This Courtesy Code is widely publicised at East Ravensdale and clearly set out principles that must be respected and adhered to. We believe that each pupil should be given every opportunity to take responsibility for, and to make a full contribution to, improving behaviour in school. We must all have a collective commitment to this policy.

## **The Restorative Approach**

At East Ravensdale we adopt the principles of The Restorative Approach; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties. This will be led by the two mentors in infants and juniors allowing learning to continue in classes.

The 5 stages are:

1. What happened? Drawing out each person's story one at a time.
2. What do you think and feel about that? What each person was thinking at the time, before and since.
3. Who has been affected and how? Who has been harmed/affected and how?

4. What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.
5. What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

### **Our Reward Schemes**

There are times when we feel it is appropriate to acknowledge good behaviour in a special way.

Each child has been placed in one of our four House Teams.

- 1 Ely (Red)
- 2 Lincoln (green)
- 3 Ripon (purple)
- 4 York (blue)

#### **Individual reward**

If a child works hard, demonstrates great learning, is kind, caring or thoughtful, needs a pick-me-up or any one of the hundreds of things they do that should be rewarded they will be given a raffle ticket. This will be the equivalent of getting a star or house point and will have the child's name on the back.

The raffle ticket will be put into one of four clear tubes (one tube for each house team) by the child and a grand fuss made of the child. The clear tubes will be in the hall making them visible to all. During celebration assembly one child will be chosen from each house team to receive a prize (power ball, toys, stationary etc.) to recognise their contribution.

#### **House rewards**

During assembly the house team with the highest number of raffle tickets for the week will be announced. Collectively they will receive a reward.

Each half term the house team with the highest overall number of raffle tickets will also receive a school based reward. The reward itself will be negotiated with the children and will suit young and older children.

Over the year the house team with the highest number of tickets will receive the house cup. This will be presented the last week of term. Other school events such as sports day, shows or sports tournaments with other schools will also feed into the reward system.

### **School reward**

There will also be a tally kept for the whole school. When the whole school collect 2500 tickets they win ten minutes extra playtime each afternoon break for a week. When the whole school has collected 5000 tickets we will have a free afternoon (films in two classrooms, computing in another, art in the next, lego/building in the hall, playground open all afternoon – free flow between all activities).

### **Rosettes**

Rosettes will be awarded each celebration assembly for children who have shown particular effort in class. The children may keep the rosettes.

### **'Golden Time'**

*Golden Time* is an opportunity for staff to recognise those children who are regularly well behaved and give their best. All children start each week with a set amount of *Golden Time* however minutes may be deducted due to poor behaviour, attitude or effort. At the end of the week children then enjoy their *Golden Time* activities for whatever length of time they have left. *Golden Time* is adapted for the various phases in the school and is directed play.

### **How We Deal With Poor Behaviour.**

At East Ravensdale we have five types of behaviour that we consider to be unacceptable and these will be reported to the Headteacher if any child is exhibiting these behaviours.

These behaviours are: -

- Bullying
- Swearing
- Violence
- Dissent towards a member of staff
- Racism/sexism/homophobia

Within any one half-term, if a child is placed into the "Blue Book" the parents will be contacted about the poor behaviour. If a child is placed into the "Blue Book" a second time within a half-term the parents, child, Headteacher and Class Teacher will meet to draw up targets for the child and the child will be placed on a report card for an agreed amount of time.

If a child is placed in the "Behaviour Book" three times within a half-term a fixed term internal exclusion will take place. This exclusion will focus on the area where issues are occurring. For example if we are responding to violent behaviour during break time, the child

would be excluded from break. The Head teacher, through consultation with the class teacher and SENCO, will determine the appropriate exclusion and exclusion period.

If the poor behaviour continues after an internal exclusion the Head Teacher, with consultation with the SENCO may exclude the child from the school for 1 day, then 2 days, then 5 days then permanently exclude the child.

### **Behaviour Outside of the School Site**

The Department of Education has issued all schools with regulations on managing pupils' behaviour outside of the school site and outside of school hours. All Ravendale pupils are subject to the behaviour policy outside of the school site and outside of school hours whilst in school uniform. Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours. By sharing our policy with you, our community, we believe we can work together to ensure the healthy growth and development of every child at East Ravendale.

### **TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT**

- 1.** Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2.** Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
- 3.** As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- 4.** Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
- 5.** Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- 6.** Know what sanctions you can use, but try to avoid using them - especially if a quiet word or reminder will do.
- 7.** Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
- 8.** Avoid telling a pupil off in public.
- 9.** Avoid the use of sanctions when support strategies will suffice.
- 10.** Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

## Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Behaviour Book The** head holds this book in which individual problems are recorded.
- **Assertive discipline** Each member of the teaching staff is responsible for ensuring good behavior.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' - an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

This policy will be reviewed by .....

Adopted by Governors .....

Signed by Chair of Governors ..... Date.....