

RAMSEY MANOR LOWER SCHOOL **BEHAVIOUR POLICY**

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

STATUS: STATUTORY

DATE ADOPTED: January 2019

Policy agreed by staff: RS date: Nov 2019

Policy agreed by Governors: JB date: Nov 2019

Date of next review: Nov 2020

RATIONALE

At Ramsey Manor Lower School, we recognise the importance of positive behaviour and its impact upon teaching and learning and general well-being at school. Ramsey Manor is a Values school. By living our Values and promoting good behaviour, the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility. Good behaviour is essential in providing high quality learning experiences in a stimulating and supportive environment.

The learning and wider school environment is the shared responsibility of all staff at Ramsey Manor Lower School. A whole school approach to promoting positive behaviour through Values is fundamental to the ethos of the school. All staff should be consistent in their approach and demonstrate good role models for the children.

EQUAL OPPORTUNITIES AND INCLUSION

We acknowledge the schools legal duties under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs.

It is the right of all children to have high quality learning experiences in a stimulating and supportive environment where prejudice and stereotypes are challenged and where there are high expectations of achievement for each individual. We recognise that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of the school

AIMS

To promote a Values based ethos where: -

- Agreed Values and clear expectations are established and acted upon positively, fairly and consistently.
- Good behaviour and effort based on growth mind-set principles are encouraged and used as a model for others to follow.
- All members of the school community are treated with respect and consideration.
- Property is respected and pride in the school and each other is nurtured.
- Negative attitudes and behaviour are dealt with promptly in a clear, calm, consistent and positive way.
- Parents are fully involved in the process of promoting high standards of behaviour.
- Children are taught to understand that they have a responsibility for their own actions and to contribute to the school community.
- A calm, happy and positive environment is the norm in all areas of the school and on the playground.

USE OF REASONABLE FORCE

Occasionally there may be the requirement for staff to use physical intervention in order to keep a child or other children safe. Physical intervention will always be the use of 'reasonable force' and can be used to prevent a pupil from doing, or continuing to do any of the following:

- causing injury to himself/herself
- causing injury to another person
- disrupting the maintenance of good order and discipline at school during a teaching session or otherwise
- causing serious damage to personal or school property

(See Physical Intervention policy)

ROLES AND RESPONSIBILITIES

The Governing Board

- To ensure that all practices and procedures reflect the Behaviour Policy and ensure the policy is maintained and reviewed.

The Headteacher/SLT

- To develop the behaviour management policy and ensure that all practices and procedures reflect the Behaviour Policy and ensure the policy is maintained and reviewed.

- To communicate the policy to children, staff, governors and parents and carers.
- To provide advice for colleagues regarding the implementation of the behaviour management policy and procedures.

Staff

- To ensure that this agreed policy is followed at all times and that children are made appropriately aware of its aims.

PARENTAL SUPPORT

Children and their families are asked to discuss the rules when they join the school. Families are asked to sign a Home School Agreement annually to indicate they will endeavour to keep to the rules and support the school.

GUIDELINES FOR SUPPORTING CHILDREN'S BEHAVIOUR

- Children need to be reminded of the importance of living their Values. Understanding personal responsibility, making choices and recognising consequences are important parts of a child's learning. When a child has behaved inappropriately, they need to understand that it was their choice to do this.
- Children should always be given the opportunity to explain their words or actions if at all possible. Children should always be reminded of our school Values, expectations and responsibilities in positive ways, eg praising the behaviour of another child who is behaving well.
- Circle time may be used as a vehicle for enabling children to talk and listen. Discussions about behaviour can be openly and fully explored.
- Empathy can be increased through role-play, or exposure to relevant stories.
- Cross curricular work, RE and SEAL lessons can pick up feelings in particular themes
- It is important for staff to be watchful and observe the social relationships between pupils in the class.
- Close supervision and a proactive nature can prevent many instances of undesirable behaviour from occurring.
- Any behaviour considered inappropriate by a member of the teaching or non-teaching staff will be dealt with initially by that person and then communicated to the class teacher. A member of the SLT, including the headteacher should be informed and incidents logged if appropriate, on CPOMs.

FLOW CHART FOR BEHAVIOUR CONCERNS:

Where a teaching or non-teaching member of staff observes inappropriate behaviour the following flow chart will give an indication of what is expected; the structure of the severity of behaviour and who to involve.

- Member of staff to deal with the behaviour there and then.
- The behaviour is to be referred to the class teacher.
- A member of the SLT is contacted (if behaviour persists)

NB a common sense approach would be expected e.g. depending on the severity of the behaviour.

Where necessary, parents should be informed of the behaviour concerns.

(See Appendix 2)

REWARDS AND POSITIVE RECOGNITION

Positive recognition is used to promote the aims of the behaviour policy. It is used sincerely and meaningfully thereby encouraging and reinforcing good behaviour.

At Ramsey Manor Lower School we:

- Praise – this is the most powerful tool for the majority of children.
- Value Award in Celebration Assembly.
- Achievements of awards, certificates for sport and other achievements
- Informing parents/notes home to parents regularly
- Values tokens
- Tangible awards: Stickers/Headteacher stickers, notes and smiley faces on work
- Class rewards: As made personal to the class teacher e.g. marbles in the jar.
- Golden time: Individual and class time given for good behaviour.

CONSEQUENCES AND SANCTIONS

Staff try to predict possible difficulties and disruptions and use diversionary methods to diffuse situations. In apportioning consequences, staff are aware of the need to be consistent, but also to make judgements as to the inappropriateness of the behaviour and the persistence over time.

Possible consequences are discussed with children at the beginning of each school term, as the rules are reviewed. Consequences could include:

- Non-verbal warning: A look or other non-verbal warning is given to the child.
- A verbal warning: A quiet verbal warning with a reminder of what is expected.

- Relocate the child within the classroom to facilitate improved behaviour and concentration which can be praised.
- Withdraw the child for a short period with a TA to a place where they can calm down and reflect - if necessary seek support from a senior member of staff.
- Loss of break, lunchtime or golden time
- Behaviour chart – Which is shared with parents at the end of the week and monitored by the class teacher/SLT
- Internal exclusion – Depending on the severity or persistent behaviour traits.

EXCLUSIONS

Children should remain in full time education and exclusion, whether fixed term or permanent, will only be used as a last resort. If a child is developing a history of unacceptable behaviour the child will be entered into the SEND register and full records kept of incidents on CPOMs and the support and counselling provided. Exclusion will only be used when it is felt that the school can no longer provide a safe environment for the child or others.

The Head teacher will follow the guidelines provided by the Local Authority when a decision to exclude has been made. In all cases, the chairperson of the Governing Board and the local authority will be informed.

SUPPORT SYSTEMS FOR INDIVIDUAL PUPIL NEED

If there is a persistent problem the class teacher and the SENDCo will draw up an Individual Achievement Plan or a Behaviour Support Plan to support the pupil, in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. Circle time and reflection time will be used to create a supportive environment and increase of self-esteem. A home/school book may be started to maintain positive communication with parents.

MONITORING, EVALUATION AND REVIEW

Behaviour management will be under constant review throughout the school on a class and individual basis by the senior leadership team. The Behaviour Policy will be reviewed on an annual basis.

STAFF DEVELOPMENT AND TRAINING

The training of staff is essential to the provision of a positive environment. All staff are included in INSET where there is a relevance to the Behaviour Policy. The induction of new staff is regarded as vital, with the induction programme providing opportunities to discuss the Behaviour Policy. All staff, and especially Newly Qualified Teachers, are observed during the first half term of their employment and provision is made to develop pupil management techniques as appropriate.

LINKS TO OTHER POLICIES

This policy should be read in relation to the following school policies:

Anti-bullying
Physical Intervention
Child Protection
Safeguarding
Complaints Procedure
Equal Opportunities
PSHE
Pastoral Care
Inclusion
Stress Management
SEND
ASD

Home School Agreement

APPENDIX 1

In order to establish and maintain good classroom discipline, we recognise the guidelines from Charlie Taylor's Behaviour Management Checklist (www.gov.uk)

Behaviour checklist for teachers

Classroom

Know the names and roles of any adults in class.

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Have a system in place to follow through with all sanctions.

Display the tariff of rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school Behaviour Policy.

Pupils

Know the names of children.

Have a plan for children who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand pupils' special needs (and triggers)

Teaching

Ensure that all resources are prepared in advance.

Praise positive behaviour

Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach children the class routines.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix 2 Professional judgement will be used by staff

Level	Behaviour indicators	Consequence	Consistent
1	<ul style="list-style-type: none"> Irritating or rude noises Wandering around the classroom Lying on desk or floor Calling or shouting out Running inside school 	<ul style="list-style-type: none"> A quiet word/look or reminder from teacher or support staff End of line in assembly Moved to sit next to TA 	Parents informed Pupil to complete Values sheet Time out in safe place Loss of playtime
2	<ul style="list-style-type: none"> Unhelpful or hurtful behaviour Making fun of another child Being unkind to another child Pushing Telling lies Teasing or taunting Walking away from an adult when being spoken to Consistent Level 1 behaviour 	<ul style="list-style-type: none"> Reflection time Time out Missing playtime/lunchtime Value sheet to HT Parents to be informed Sent to another class 	Parents to be informed of recurring incidents and invited in to school to discuss behaviour with class teacher SLT to be informed Incidents logged on CPOMs where necessary
3	<ul style="list-style-type: none"> Stealing Swearing/spitting at another person to cause upset Physical violence Name calling relating to gender/sexuality or appearance Misuse of classroom equipment Dangerous or reckless behaviour Leaving classroom without permission Answering back or arguing with an adult Throwing things in class Refusal to do as instructed 	<ul style="list-style-type: none"> Time spent reflecting and completing Values sheet SLT to call home Record on CPOMs 	Parents will be asked in to discuss behaviour with SLT Repeated offenses may result in an internal exclusion
4	<ul style="list-style-type: none"> Extreme physical violence Racist comments Behaviour that puts other people at risk or danger Prolonged or persistent bullying Threatening or violent behaviour 	<ul style="list-style-type: none"> Incident logged on CPOMs Letter home Parents will be asked in to meet with HT Internal exclusion Fixed term exclusion 	Internal exclusion Fixed term exclusion