



Ravenswood Community Primary School

Policy for Promoting Positive Behaviour and Attitudes

Aim

At Ravenswood Community Primary School we want children to enjoy a quality educational experience within a positive, caring and friendly environment. We hope that everyone enjoys being a member of the school and feels a commitment to it.

We endeavour to give all children and people working in our school a sense of their individual worth and value. We aim to develop self-confidence, a positive image, a caring attitude towards others and the skills and knowledge needed to become a full member of the wider community.

To achieve this we will:

- Marginalise bad behaviour by promoting good behaviour
- Be positive and reward good behaviour whenever possible
- Emphasise what is expected rather than what is not
- Praise in public
- Rebuke when possible in private, although if necessary in public
- Show that rule keeping is rewarded

Rationale

We believe that positive behaviour is the result of a partnership between children, their parents and adults in school.

We want our policy to define our expectations of behaviour for everyone who works in, or visits, our school. It defines what behaviour is acceptable and what is not, for pupils, staff and parents. It brings consistency in both expectations and sanctions. This document has been written to inform all interested parties of the school's policy towards behaviour management and acts as a reference point when making decisions concerning behaviour.

Statement of General Principles

We believe that children need to know exactly what is expected of them. As children come from a variety of different backgrounds some will need to be taught the difference between acceptable and unacceptable behaviour in the school environment and community.

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We recognise that children have individual needs and unacceptable behaviour may be the result of a far deeper problem which needs to be addressed.

We believe that good relationships are a pre-requisite of good behaviour and we will value each child and be responsible for all children not just those in our class.

As children look to adults for example we will value each other, be polite and show respect for people and property. We will also set an example by being punctual, delivering well prepared lessons, by organising our time and resources carefully and by having high and realistic expectations of ourselves and our pupils.

We expect children to come to school looking smart and suitably dressed and that as adults we must set a good example by also dressing appropriately.

By adopting a collegiate approach to whole school behaviour we can share concerns and discuss strategies to overcome any behaviour problems.

Strategies

Promoting positive behaviour

- The School Council will produce a Code of Conduct at the beginning of the autumn term, which will be displayed in every classroom and throughout the school. The Code of Conduct will consist of positive statements and is signed by every pupil, by doing so they abide by its rules. The Code of Conduct is reviewed each year by the School Council (see Appendix A).
- Treating each other with care, courtesy and consideration at all times.
- Negotiating a class code of conduct.
- Recognising and praising good behaviour as it occurs.
- Discussing, explaining and demonstrating good behaviour.
- A smile or thumbs up sign.
- Thanking individuals or groups of children who have worked together well and explaining to others how they have achieved this.
- Positive verbal feedback or comments on written work.
- Class based incentives and initiatives, including Superstar certificates and reading rewards.
- Individual 'Dojo's'. 25 earn a colour certificate, 50, a bronze, 75, a silver and 100, a gold. When a gold certificate has been reached then treasure can be received from the Headteacher.
- Sharing work with the class or wider audience.
- Displaying children's work.

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- Sharing work with another member of staff and the Headteacher
- Headteacher awards and certificates.
- A note to parents in the Home Learning diary, or a letter.
- Praise assembly and certificates, including a Headteacher's award.
- PSHE sessions including discussions and role play, also Circle Time.
- Whole school assemblies to promote and celebrate positive behaviour.

Dealing with unacceptable behaviour

Children should feel that they can tell adults if they witness or experience unacceptable behaviour and at Ravenswood School they do so. All members of staff must listen to their concerns and act appropriately and effectively to ensure a safe environment for them. We foster trust between adults and children to ensure children tell us their concerns and that we are seen to act accordingly. However staff will make a child aware that any information they divulge to them may have to be shared, they will not promise to keep it a secret.

On occasions when children behave inappropriately and fail to follow the School Code of Conduct/Rules, we will clearly communicate this and the need for change to them, by use of one or more of the following actions:

- Remind pupils of the school ethos by reference to the School Code of Conduct (see Appendix A).
- Initiate the Weather behaviour system which forms the core of our behaviour management systems (see Appendix B).
- A written record will be kept by the class teacher of unacceptable behaviour; this will be kept in an incident folder and the Headteacher informed (see Appendix C).
- In extreme circumstances** a child may be required to be removed from their classroom to the SENCO's office. This will be carried out in accordance with Safe Handling procedures (if necessary). A support worker may escort the child to the office and stay with them for a maximum of ten minutes. The child will take their work with them. In the event that a pupil continues to behave in an inappropriate manner the SENCO will be called to deal with the issue. The Senior Deputy Head or Headteacher will only be called upon if all of the above does not result in a modification of behaviour.
- To prevent children's inappropriate behaviour escalating they may be referred to the SENCO who will observe and monitor their behaviour and if necessary will seek external support. This could involve having an Educational Psychologist coming to the school and observing the child, a referral to the behaviour Support Service or referral to a pre-IYFAP meeting to take further advice.

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- Advice from external support agencies such as the Behaviour Support Unit may be sought.

See also Anti Bullying Policy, Disability Equality Scheme and Race Equality Policy

****Serious violent behaviour against pupils or staff**

Violent behaviour, including verbal comments, directed towards another individual within school will not be tolerated in our school. The parents or carers of children who exhibit such behaviour will be contacted as soon as possible. They will be informed of the incident and told what action the school is taking in response to unacceptable behaviour. In extreme situations the parents/carers will be asked to come and remove them and the child will have a fixed term exclusion. It is expected that the parents will support the school in denouncing any poor behaviour.

Violent behaviour is defined as 'Behaviour which results in physical or mental harm being caused to another individual', such as:

- Kicking, scratching or punching (or other physical assault) which causes significant bruising or harm to a child or adults well being
- Biting which leaves a clear impression of the child's teeth upon the victim's skin
- Unacceptable language directed specifically at another person within school

Strategies for managing violent behaviour

As a result of Schoolsafe training the majority of class based staff (including all teachers) will have received guidance as to how to respond to a violent incident. Ask yourself what has happened? Was the action accidental, intended, in retaliation, in self-defence, provoked or intentional. You have to be able to weigh up the situation immediately. Ensure the situation is not escalated by any action taken.

Any incident of violence requires immediate intervention. In serious cases you will need to decide whether or not you need to physically restrain a pupil in order to prevent them from harming themselves or other individuals. You may need to allow the pupil to leave the room in order to calm down. You may need to call for help from another member of staff.

Your needs at this time are just as important as the needs of your class, if you require help call for it, use the emergency card – send it to your designated member of staff – Year 5-6 – Upper KS2 Team Leader, Year 3-4 – Lower KS2 Team Leader, Year 1- 2 – KS1 Team leader, and Early Years – Early Years Leader. In the absence of these staff send for the Headteacher, or SENCO – your request will be actioned **immediately** upon receipt of the card.

Each room in the school has an emergency card.

You **MUST** be aware of the situations that allow you to restrain a child (see Appendix D below).

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If the violence is directed against property deliver a firm instruction to cease the behaviour. If it continues then evacuate your classroom and call for help from SLT to manage the behaviour.

Parents must always be informed when a pupil has been violent in school. If another pupil has been injured their parents need to be informed as well. Incidents of physical injury must be passed on to a member of the Senior Leadership Team – **you** will have to fill out an incident report – use school headed note paper, **you may** need to complete an accident report form too and if you have used restraint please detail the incident fully – ask any adult witnesses to do the same. Copies of all these should be passed to the Headteacher or Deputy Headteacher on the day of the incident.

Following a violent incident no member of staff should return to the classroom for at least 30 minutes. Arrangements will be made to cover a class if necessary. The member of staff should have time to talk about the incident and have a drink. If they feel too unwell/shaken to return to their normal duties this will be discussed with the Headteacher or Deputy Headteacher and alternative provision put in if it is felt necessary.

Exiting the Classroom

If a child exits the classroom a member of staff will telephone the office immediately and inform them that this has happened so that they can ensure no-one exits from the front door at Reception. The office staff will contact the support staff in both Key Stages and the SENCO (Family Worker in the SENCO's absence).

The class TA will monitor the situation and keep the child in sight, but other than talking to them to encourage a return to the classroom, they should not engage with the child. The support staff will use suitable strategies to get the child back into class, proportionate to the behaviour of the child.

If the child exits the school building onto the playground but stays within the school boundary, the SENCO (Family Worker in the SENCO's absence) must be informed immediately and go out to (i) assess the situation and (ii) attempt to get the child back into school. Once back in school the SENCO will investigate what happened and arrange a meeting with the child's parents or carers and he/she will lead this meeting (preferably on the same day as the incident occurred).

If a child exits the school's grounds the office must contact the police (999) and the child's parents immediately; the SENCO will be responsible for ensuring this happens. The TA monitoring the child will continue to do so at a suitable distance (the child must be in sight). Once the child has been returned to a place of safety (either school or home) a meeting will be held to discuss what happened and what action the school will take as a result. This meeting will be with the child's parents or carers in the first instance.

Exclusion

If the measures designed to modify pupil behaviour fail, and the severity of the behaviour is such that the safety and welfare of pupils and staff is compromised, then exclusion, either fixed term, temporary or indefinite, will be considered. Although the school's ethos is one of inclusion, if circumstances demand it then the school will not hesitate in using exclusion to protect the welfare of the school community. This will include, as a final measure, permanent exclusion if the circumstances warrant it.

From September 1998 Headteachers are able to exclude a pupil for up to 45 days in a school year. Whenever a pupil is excluded the parents must be informed without

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delay, ordinarily on the day of exclusion, by telephone or hand delivered message. If the initial notification is by telephone or in person then written confirmation should be sent within forty-eight hours (The Exclusion of Pupils from School County Notes of Guidance).

Trips and Visits / Extra Curricular Activities

Risk assessments must be completed for all pupils who may be a potential risk out of school due to inappropriate behaviour in school. Individual pupils should be discussed with the SENCO who will support the completion of the assessment.

Our aim is to include all pupils in trips, visits and extra curricular activities. It may be necessary to provide 1 to 1 support either from school staff or a member of the pupil's family.

The decision to exclude a pupil from the above activity can only be made by the Headteacher or the Deputy Headteacher in his/her absence.

Working With Parents/Carers

The school actively seeks to work in partnership with families. This enables pupils to receive consistent messages from both school and home.

At the beginning of the new school year we expect parents/carers to sign our Home/School Agreement which makes our stance on behaviour clear.

We aim to develop a supportive dialogue between home and school and inform families if concerns have arisen regarding a pupils' behaviour.

We expect parents/carers to support the school sanctions and attend pre-arranged meetings. Class teachers should promote regular on-going dialogue with parents/carers to ensure clear communication.

Parents are expected to fully participate in and contribute to any SPSF meeting.

Confiscation (including the retention and disposal) of inappropriate items:

If pupils bring any item which the school feels will endanger the safety and well being of other pupils and/or staff this will be removed temporarily (in accordance with the Education and Inspections Act 2006). This will include sharp implements such as screws and nails.

Mobile phones will be kept in the school office and returned immediately to the child at the end of the day.

In the first instance the school would expect a pupil to voluntarily give up any inappropriate items. However if it is suspected that a child has brought an inappropriate item onto the premises the school retains the right to search the child and remove the items if necessary. If the property removed, or given up, is so dangerous that its return could cause harm to the owner or others it may be destroyed. However this latter course of action would only be done after taking advice from the police and informing parents.

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Monitoring

This policy is to be reviewed and ratified on an annual basis. In order to inform this process and ensure that it helps to achieve whole school improvement it is important that this policy is rigorously monitored.

The SENCO, supported by the Headteacher, will be responsible for monitoring the impact on pupil behaviour. Reference will be made to measurable criteria such as the number of exits from a class or removals to the SENCO's room, or behavioural consultations with parents/carers, the number of children with risk assessments or the number of exclusions. Comments from visitors, the general appearance of the school environment and levels of attendance at consultation evenings and social events are also indicative of pupil behaviour and support for the school.

Ravenswood Community Primary School Code of Conduct

Ravenswood School Code of Conduct

Treat everyone kindly and help others

Listen to each other

Always work hard and do your best

Always tell the truth

Treat others as you would want to be treated

Walk in silence and sensibly around the school

Keep the school tidy and put litter in a bin

Only go where you are allowed

Remember to wear the right uniform and be smart

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Weather Behaviour System

Each class will have a weather behaviour system in place as this forms the core of behaviour management strategies that are used by staff in the school.

At the beginning of each session of the day (morning, lunch and afternoon) each child will begin on the sun and the aim is to 'stay on the sun' all day or progress up onto a star or 'superstar'. Certificates will be awarded for exceptional behaviour, attitudes to learning or for shining academically. These will be given out in the Friday 'Praise' assemblies.

Where children are not following the school's Code of Conduct or rules, praise for a good role model will be used to encourage appropriate behaviour. However if there is a further incident a reminder will be given as to what is expected. The child will still remain on the sun as this gives them chances to self-correct their behaviour before any sanctions have to be imposed.

If a child chooses to ignore the reminder they will be given a warning and moved to the 'occluded' sunshine.

If the behaviour continues the child will be asked to move themselves away from the class or group they are working with to a specified area within the classroom for a period of time, 3 minutes in Key Stage One and 5 minutes in Key Stage Two (with a timer so that they can bring themselves back into the class activities). At this point the child's name will be moved to the grey cloud.

If the inappropriate behaviour continues, the child will then get a red card. This will result in being removed or taking themselves from the classroom, accompanied by an adult if required into a partner class for 10 minutes. Work is to be sent with them. At the end of this time the child will be collected by a TA who will spend a few minutes discussing their behaviour and any issues around/causing this.

Each child's name will be returned to the sun for the beginning of the new session and if they are on the occluded sun, grey cloud or have received a red card this will be recorded on a class sheet. A daily record will be kept on a weekly overview sheet. These will be passed to the SENCO to review, on a regular basis.

If a child gets a red card his or her parents will be notified that evening by the teacher, either personally or by telephone and a discussion around the behaviour will be held.

If a child gets **3 red cards** during a **week** the parents will be invited to attend a strategy meeting with the class teacher and Deputy Headteacher. The pupil will also attend this meeting.

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Subsequently, if a child gets a further 2 red cards the parents will be asked to attend a further strategy meeting with the class teacher, SENCO and Headteacher. At this meeting behaviour targets will be agreed and monitored daily. The class teacher will report back to the parents on the progress of their child's modified behaviour.

In the event that a child received red cards on a regular basis over a period of time (as opposed to within one week) a meeting will be arranged with the class teacher, SENCO and Headteacher to discuss how the behaviours can be modified and improved.

In the event that the above is unsuccessful in helping a child to behave in accordance with the school rules a further meeting will be held to review whether a SPSF needs to be put in place.

The Local Authority Inclusion Officer may be contacted if it is felt this will support the family and child and an initial meeting with parents and school staff will be held as soon as possible. A referral to pre IYFAP will be put in place if the above does not have the desired impact on behaviours.

Appendix C

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RAVENSWOOD COMMUNITY PRIMARY SCHOOL – BEHAVIOUR LOG

Pupil's name:	Pupil's class:	Incident recorded by (member of staff):
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<u>DATE / TIME</u>	<u>BEHAVIOUR / INCIDENT</u>	<u>OUTCOME / STAFF INVOLVED</u>

Appendix D: Guidance with regard to use of restraint:

The wording of the provision in the Education Act of 1997 which gives staff the power to restrain states:

1) A member of the staff of a school may use, in relation to any pupil at the school **such force as is reasonable in the circumstances** for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether behaviour occurs during a teaching session or otherwise.

2) This applies where a member of the staff of a school is:

- on the premises of the school; or
- elsewhere at a time when as a member of its staff, he has lawful control or charge of the pupil concerned.

The use of corporal punishment is, of course, excepted from these provisions.

Definitions

"Member of staff" in relation to a school, means any teacher who works at the school and any other person who, with the authority of the Headteacher, has lawful control or charge of pupils at the school.

"Offence" includes anything which would be an offence but for "the operation of any presumption that a person under a particular age is incapable of committing an offence".

Guidelines

Guidance to date has tended to concentrate on the use of force in an emergency only, for example: where pupils place themselves at risk of physical injury and where damage to property can be limited by the use of restraint, without endangering the physical safety of pupils or staff. The new provisions make it clear that teachers and other authorised members of staff are entitled to intervene in other, less extreme situations.

"Reasonable force"

There is no definition in the Act of "reasonable force", only a description of the circumstances where it might be used in schools by teachers and authorised staff. It should be noted that **the use of any degree of force is unlawful if the particular circumstances do not warrant it**. The degree of force should be in proportion to the circumstances and seriousness of the behaviour or consequences it is intended to prevent. The level and duration of the force used should be **the minimum necessary to achieve the desired result**, such as to restore safety.

It is impossible to describe definitively when it is reasonable to use force and how much may be used, beyond stating that this will depend on the circumstances of the case. Relevant considerations as to whether it might be reasonable to use for and the degree of force to be used could include for example the age and sex of the child. In some circumstances, it will, of course, be inadvisable for a teacher to intervene without help, such as where a number of pupils are involved; where the pupil is older and physically mature, and where the teacher might be at risk of injury.

In all circumstances, if a teacher intervenes to restrain a child, **it is better to find a second responsible adult to assist or to witness**. However, a teacher could be held to be negligent if (s)he did not intervene to stop an injury, because there was no adult help nearby. All use of restraint should be reported immediately after the incident. Schools should have a separate log book for incidents of restraint. If there was any injury, the incident was in any way "hazardous", or put a teacher or other member of the school community at risk, an ordinary incident form should be completed as well.

The duty to act

Although the Act does not address the point, it is also relevant that failure to take action in circumstances which merit it can be as serious as over-reacting. In many circumstances **it is not a safer option for a teacher to do nothing** or to take very limited action when to take action could restore safety. So far as a teacher's duty of care is concerned, an omission can be significant if

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there were to be a subsequent claim for negligence. Again, the circumstances of the case are the deciding factor and a teacher would **not** be expected to intervene to restore safety, at all costs, or with risk to his or her personal safety.

Staff members are reminded that violent behaviour is a criminal act and the police can be called where children are out of control and need restraining physically, or where a child is not obeying a lawful instruction (such as to leave the premises when excluded).