



Ravenshall

all different | all equal | all important

BEHAVIOUR POLICY

**Reviewed April 2013
Reviewed February 2016
Reviewed June 2018
Amended September 2018**

Behaviour Policy

School Ethos

At Ravenshall School we work to encourage each individual to reach his or her full potential in a caring and relaxed but purposeful, disciplined atmosphere. We fully embrace and ethos of 'all different, all equal, all important'

School Aims

General

To promote a positive and caring environment where every member of the school community is valued; achievements are recognised and successes celebrated.

Educational

To provide a broad balanced, differentiated curriculum enabling each student to further develop his or her abilities.

To promote good habits, attitudes to work and where appropriate with student involvement in planning and recording.

Social and Moral

To work as a community where understanding, respect for others and personal responsibilities are central values, allowing everyone to flourish as individuals.

Expectations of Students

Students will be expected to try to:

- Be neat, clean and dressed in uniform
- Be on time and work hard
- Keep themselves and others safe
- Be respectful – polite, friendly and helpful
- Care for our school, the grounds, their own and other peoples' things

Behaviour for Learning

Behaviour for Learning (BfL) is the agreed guiding philosophy for a whole school approach to behaviour. The required outcome for any behaviour strategy is for all pupils within any given class to have the right to be in an environment where teaching and learning may take place to maximum effect for each and every pupil.

An important first principle is that supporting good behaviour is the responsibility of all members of staff. During any teaching session, the prime responsibility is that of the class teacher, with support available from TAs, inclusion support workers and senior managers where such intervention is felt necessary. This responsibility remains with the class teacher (whether or not the decision has been taken to remove a pupil from class) and a welcoming environment/approach as well as appropriately differentiated work must be available for every teaching session.

Pupils on roll at Ravenshall share many qualities with those pupils in mainstream schools who have a Education and Health Care Plan (EHCP). The lack of ability to adapt to change and a need for consistency is a vital fundamental element for pupils with

learning/behaviour issues. For this reason it was agreed to establish a simple set of values which all pupils could 'buy into' and all staff could support in all areas of school in order to provide an equity of provision where the same values and expectations were experienced in all teaching sessions. BfL applies to all areas of school, including classrooms, corridors and playgrounds

It was agreed that initially these core values would be :-

- Listen when the teacher is speaking;
- Be pleasant to one another;
- Keep safe hands and feet;
- Try to stay on task.

Negative language was avoided and the emphasis on 'try' in order to support good behaviour rather than identify a failing situation. Normal 'low key' warnings, verbal prompts and general good practice within positive behaviour management was expected before any significant consequence was issued. Should this not resolve the situation, a TA is to leave the room with the pupil in question with the work relevant to the lesson. Wherever possible, the desired outcome is for the TA to counsel, calm and return the pupil to class. If this has not been achieved after 10 minutes, then the following should be alerted (in order of availability):-

- Inclusion Team
- Key Stage Leader
- Member of Leadership Team

and the pupils handed over with the TA returning to class. Crucially, this procedure leaves the remainder of the class free to continue their learning undisturbed. Fundamentally, a successful conclusion to any pupil removal would be a reintegration of that pupil back into the class at a time deemed suitable by those involved.

General School Rules

The following rules will apply throughout the school day including lunch times.

- Follow instructions
- Be in the right place at the right time
- Use equipment correctly
- Treat others with respect
- Speak politely to everyone
- Walk quietly and sensibly in school
- No chewing gum

Mobile phones and other electronic devices

It is acknowledged that mobile phones and other electronic devices will be brought into school by some pupils for a variety of reasons e.g. independent travellers.

The use of such devices on school premises is not permitted unless under the express permissions of a member of staff. Pupils found using such a device in contravention this policy will be instructed to stop using the device. They should be allowed to put the device away or hand it in to a member of staff.

Where there is further inappropriate use of the device the pupil will be requested to hand that device to a member of staff. Device will be returned to the pupil at the end of the school day.

If there is repeated inappropriate use of such devices by the same pupil then consideration should be given to contacting their parent/carer with a view to banning the pupil from bringing such devices into school for an appropriate length of time.

Classroom

Earlier behaviour policies had required each class teacher to devise a set of rules which were to apply to their own class/setting. However, in order to avoid confusion for pupils, it has been agreed that a common set of BfL rules, as well as the Ravenshall ethos, would apply to all areas of school.

Visits and Journeys

High standards of behaviour are expected on all school trips and visits including daily travelling to and from school.

How the School will Promote Positive Conduct Through Routinely Teaching 'Good Behaviour'

In the term prior to their starting at school new students are invited into school and guided through an induction process. During this session school rules, the Behaviour for Learning expectations and daily routines are carefully explained, with students being given the opportunity to ask questions.

On the first day of the new academic year all students are reminded by their form teachers of the school's expectations, BfL and the responsibilities they share with each other.

Having established specific routines and expectations of behaviour at an early stage, these are then regularly reinforced and maintained through the following:

- Time spent daily with form tutor
- Assemblies
- Lunch time announcements
- Personal Social Health and Citizen Education
- During lesson time
- Mentoring sessions
- Written signs clearly stating expectations of BfL
- Good role models presented by staff and other students
- Break and lunch time supervision
- Individual counselling

Through these opportunities staff at school actively teach what is meant by good behaviour, as well as regularly reminding pupils of the BfL statements, so that students clearly understand what is expected of them at all times and in all arenas within school.

School Rewards

At Ravenshall School we aim to reward those students who manage themselves within the BfL expectations.' These are some of the positive things on offer:

- Rewarding pupils for good behaviour during lesson times by issuing DoJo tokens, which are held online, both personally for individual pupils and collectively for class rewards
- Celebration of achievements and success with presentations, prizes and certificates
- Recognition of events in the school's newsletter
- Lunch time clubs and activities
- Separate areas of playground space where extra activities are on offer
- Special visits and day trips
- The award of 'Tokens' to spend in the school shop to save towards a £3 voucher.
- 'The School Council' – the pupil's voice
- The Roll of Honour
- The Student 'Achievement Book'
- Congratulatory letter to parents

Sanctions

Sometimes students are unable to manage themselves within the boundaries of the 'School Expectations.' When this happens we will endeavour to explore with the student or students involved the particular behaviour deemed unacceptable and to explain why it is inappropriate. Appropriate actions are then taken, within the processes of BfL to achieve the following:

- The removal of a student from a negative situation
- Supporting the student by giving them the time and space to calm down and discuss the area of conflict
- Ensuring that other students are not disrupted
- Maintaining a calm, orderly atmosphere in school
- The understanding on the part of the student that poor behaviour and missed class work will have a consequence

The following are some of the sanctions used:

- Low key reminders (refer to BfL targets)
- Verbal caution
- Moved within the class
- Removal of privileges
- Time out – short term removal from lessons
- A temporary move to another class
- Missing breaks
- Lunch time detention
- Letter home
- Meeting with parents or guardians
- Period of time to calm in the reflection room as an alternative to exclusion from school

- Fixed term exclusion (which may only be sanctioned by the Headteacher or Acting Headteacher)
- Permanent exclusion (following consultation and involvement of the Governing Body and the Local Authority)

Police Involvement

School has an excellent relationship with our local Community Police Officers. Regular visits have been made into school and in extremis, their services have been requested for particularly difficult circumstances. This support has had a very positive impact on school and has served to improve the relationship between the police service and our pupils.

There may be incidents where involvement of the police is felt necessary. In all cases, contact with the police must be channelled through the Headteacher (or Acting Headteacher). It is expected that staff will consider the balance between meeting the needs of what are essentially a group of socially and emotionally damaged young people and the rights of staff as individuals. The school makes every effort to avoid criminalising these young people.

Inclusion or ‘Can Do Room’

Initially as a trial, but firmly embedded in practice is use of the ‘Can Do Room’. Pupils referred here experience intense support from Sue Greenwood (Manager) and the Inclusion Team where their disruptive behaviour prevents them from accessing the ‘mainstream’ of Ravenshall School. This unit is ultimately and, necessarily, flexible in the extreme. Intensive work in improving self-esteem and self-image are core values. However, these pupils are still ultimately the responsibility of all staff and must not be seen as hidden away or ‘not my problem’ children.

Restorative Practices

The use of restorative practices is well embedded in school. A number of staff have been formally trained and this training cascaded to additional staff members.

Care and Control Procedures

There are occasions when physical interventions are necessary. At such times, care and control procedures as defined by the DfE and the LA are strictly adhered to. All members of the Inclusion Team are suitably trained and attend refresher courses when necessary. It is expected that only these staff members will be involved in care and control episodes, however all staff members have a duty of care to protect pupils and staff members. Where a care and control incident has occurred, a full reporting system is to be adhered to.

Physical interventions are to be kept to a minimum and must always be used as a last resort where it is deemed necessary, proportionate and justified to ensure the safety of an individual (child or staff member); it must not be used simply to facilitate moving a child.

Responsibilities

Everyone has responsibilities in helping promote good behaviour in school.

The Governors responsibilities include:

- To ensure the school has an appropriate and up to date behaviour policy
- To participate in drafting and reviewing the behaviour policy
- To support the Head teacher and staff in promoting and implementing the behaviour policy

The Head Teacher's responsibilities include:

- To ensure that the behaviour policy reflects the aims of the school;
- To ensure that all relevant parties including staff, governors, parents and students are fully aware of, and as far as possible committed to the school's behaviour policy;
- To ensure that the behaviour policy is consistently and fairly applied throughout the school;
- Liaison with parents and outside agencies.

Class Teacher's Responsibilities Include:

- To make students aware of the expectations and rules of BfL;
- To ensure BfL is embedded into each and every teaching session;
- To use the opportunities available to actively teach and promote good behaviour;
- To use the systems for rewards and sanctions as consistently and fairly as possible;
- To liaise with other staff, parents and outside agencies where appropriate regarding individual students;
- To present as a good/positive role model, particularly in terms of dress code, punctuality and a positive approach.

Classroom Support Assistant's/Inclusion Team Responsibilities Include:

- To be aware of and implement the school behaviour policy;
- To support the class teacher in implementing the behaviour policy;
- To use the systems for rewards and sanctions as consistently and fairly as possible;
- To present as a good/positive role model, particularly in terms of dress code and punctuality.

Lunch Time Supervisors/Other Staff Including Supply Teachers, Visiting Specialists, Students on placement responsibilities include:

- To be aware of and implement the school behaviour policy where it applies to lunch times;
- To use the opportunities available to promote good behaviour;
- To use systems for rewards and sanctions as consistently and fairly as possible;
- To liaise with the head teacher and class teachers regarding individual students when necessary;
- To be part of a team approach to BfL.

Student's responsibilities include:

- To understand the importance of BfL and its benefit for their own learning;

- To try to meet the school's expectations and follow the school rules;
- To aim to achieve progression through the DoJo reward system;
- To aim to achieve personal targets (for example those set in EHCPs, IBPs or by class teachers) and be actively participant in the development of such targets.

Parents, Guardians and Other Carers responsibilities include:

- To support the school in implementing the behaviour policy and promoting good behaviour;
- To advise the school of any concerns about their child's behaviour in school and support the school's efforts to resolve any difficulties.

Anti-Bullying Policy

Any bullying including racial harassment is serious and unacceptable. The school's Anti-bullying Policy aims to prevent bullying by using a range of strategies. Incidents of bullying will be treated seriously and dealt with as stated in the Anti-Bullying Policy which should be read in conjunction with this policy.

Monitoring and Review

This policy will be reviewed annually.

Strategies to support improving behaviour

Behaviour strategies are regularly discussed at meetings of

- Governors
- Senior leadership team
- Leadership team
- Teaching staff
- Support staff
- Educational psychologists
- Local Authority Officers
- SIMC Governors/staff
- Annual Reviews
- Special Reviews for specific pupils
- Assemblies for pupils

Evidence of good practice is evidenced via:

- OFSTED Report (particularly Can do Room)
- School contact Officer notes of visit
- SIP meeting notes
- SLT reports to governors
- Governing body meeting minutes.

This policy will be reviewed annually and ratified by the governing body.

All staff will be made aware when policy has been revised in order that they may continue to support the behaviour of all our pupils.