

Ravensworth

Terrace Primary School



Positive Behaviour Policy 2023-24

Establishing Progressive Consistency | Enabling Cohesion | Ensuring Coherence

*We believe in the worth and potential
of every individual.*

*We have high expectations and goals
for ourselves and others.*

We will persevere even in the face of obstacles.

We believe that everyone can succeed.

Together, we are winners.

Respect Independence Perseverance Kindness Teamwork

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Positive Behaviour Policy

Introduction

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, Local Authority staff and inspectors.

This policy was reviewed in the Spring term (2022) through a process of consultation with teachers, non-teaching staff, pupils and governors. **A few minor changes were made in October 22 to reflect some changes to school's procedures.**

We are a Rights Respecting School. All children are born free and equal in dignity and rights. As a school, we ensure that a child's dignity is at the heart of all that we do for SEND Pupils. This work supports the United Nations Convention on Rights of the Child (UNCRC) articles 1, 2, 3, 5, 12, 13, 14, 19, 28, 29, 31, 40 and 42.

Rationale

We strongly believe the seven Nolan Principles of public life are crucial. We focus on enabling our pupils to value and develop such attributes too. These are

- Selflessness: putting others' needs before one's own
- Honesty: telling and valuing the truth
- Accountability: taking responsibility for one's actions
- Openness: explaining why one acts as one does
- Integrity: being reliably a good, rounded person
- Objectivity: making decisions based on facts
- Leadership: demonstrating all these to others

We also strongly believe that:

Good behaviour is a prerequisite for effective learning and personal development. It enables achievement and personal growth.

We expect that all adults in school will follow this policy consistently, support one another and work collaboratively for the benefit of all pupils in our care.

The Importance of Good Behaviour

a. Through our successful promotion of good behaviour we offer our pupils, irrespective of background, the space to learn and grow and develop as active citizens without fear or inhibition knowing that they are equally valued. We expect that all of our pupils will be equally able to aspire to the highest standards of personal behaviour. We understand that some children will need extra support to maintain this consistently. Likewise, no well-behaved child should have his or her education or development blighted by the poor behaviour choices of others.

b. The simplest basic requirement of good behaviour in our school community is an observance of good manners. We teach manners explicitly at Ravensworth Terrace Primary School and expect all members of our community to demonstrate them at all times.

c. We expect our pupils to show respect to all adults and those in authority over them. While respect may be enhanced by personal knowledge, in our school we expect our pupils to automatically show respect to adults whether they know them or not. No adult may be treated dismissively or rudely at Ravensworth Terrace Primary School.

d. All adults should expect safe and pleasant working conditions: this precludes rude, threatening or abusive behaviour.

e. In all of this, we wish to work in partnership with parents so that good behaviour taught in the home might be reinforced at school and vice-versa. Though an individual's circumstances may be taken into account, the same rules, expectations and benefits apply to all.

Responsibility for Good Behaviour

a) The first responsibility for good behaviour lies with the child. While most children have an innate sense of right and wrong, of sharing and fair play some find them harder lessons to learn. We try to ensure that our school runs in such a way that no child can be in any doubt about acceptable standards of behaviour which we try always to explain clearly and uphold consistently.

Pupils have a responsibility to

- listen and respond properly to adults and to each other,
- accept sanctions, and
- use appropriate language at all times.

Pupils have a right

- to be taught in an environment that is safe and conducive to learning,
- to be treated equally, and
- not to be bullied, ridiculed or subject to discrimination.

The role of the parents / carers

Parents are a key part of our success at Ravensworth Terrace Primary School. We expect parents to support their children as they grow and develop into good citizens of the future.

Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents and carers to understand and support them, as well as our discipline and authority as we believe that children need to see unity and know boundaries.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the phase leader to discuss the issues involved. If parents or carers wish to complain further about

actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

In more practical terms we expect parents to ensure that their children are always in school, wearing full uniform and well equipped. We expect parents to support and encourage their child's learning.

Sometimes parents find their children's behaviour very hard to manage and we can offer some support with that and can also direct or refer them to other specialist services if appropriate.

What is good behaviour?

At Ravensworth Terrace Primary School we define good behaviour as that which promotes courtesy, successful learning, a pleasant atmosphere, happiness, security, co-operation and consideration for all. Good behaviour demonstrates respect for other people, the school community and environment.

We believe good behaviour includes:

- Active participation in learning
- Following instructions promptly
- Correct uniform
- Good manners
- Empathy
- Following the classroom rules
- Honesty
- Kindness to others
- Politeness
- Protecting the good reputation of the school
- Protecting the school building
- Punctuality
- Respect
- Standing against bullying or disruption
- Taking responsibility for one's actions
- Tolerance and understanding

WHAT IS UNACCEPTABLE BEHAVIOUR?

At Ravensworth Terrace Primary School we believe unacceptable behaviour leads to rudeness, disruption of learning, fear, conflict and disrespect. Unacceptable behaviour can be wrong actions or bad choices. Some children deliberately behave badly, others find making appropriate choices more challenging. All need to be taught the acceptable norms of school life so that they may flourish, understand the importance of becoming good citizens, and prosper in life.

We have identified unacceptable behaviour as that which includes:

- incorrect uniform
- failure to complete appropriate work
- answering back
- name calling
- failure to follow staff instructions

- lying or spreading rumours
- disrespectful attitude
- disrupting learning,
- defiance
- foul language and swearing
- vandalism
- theft
- abuse to peers or staff
- bullying
- fighting
- aggressive behaviour to peers or staff
- intimidating or threatening language or behaviour,
- racist, sexist and homophobic abuse and abuse aimed at people with disabilities
- bringing weapons into school
- peer on peer abuse
- abusive online behaviour (including sexual harassment)

Intervention

We try to intervene as early as possible to promote good behaviour and prevent patterns of misbehaviour developing. Where misbehaviour is rooted in poor understanding of expectations or limited understanding of life in a school community we will offer support. Developing good behaviour so that learning can flourish is our prime motivation in school and we will seek to intervene to prevent a child's poor behaviour choices.

Managing Behaviour in School

We expect good behaviour as the norm at Ravensworth Terrace Primary School. Our rewards system is extensive and recognises a variety of contributions children can make, such as good progress, kindness towards others, effort and perseverance and attendance.

Our behaviour awards include:

- Praise, thanks and positive feedback
- Recognition in celebration assemblies
- Teacher's and Head Teacher's and Senior Leader's awards
- School awards such as **House Points**.

Where children's behaviour is poor we have a range of sanctions. These include:

- talking privately with the pupil
- counselling and advice
- verbal reprimand
- time out of class
- Graded warning system (traffic lights)
- Move pupil from activity
- Individual behaviour programme.
- withdrawal of school privileges (such as spending breaks with peers or representing the school in a sporting event)
- phone calls or letters to parents or carers

- meetings with parents or carers
- meetings with school governors
- referring matters to the phase leader and Senior Leaders as appropriate
- referral to external agencies
- fixed-term exclusion
- permanent exclusion
- recording the incident with the LA in the case of a hate crime.

Application to Vulnerable Pupils

Reasonable adjustments will be made in the application of this policy to vulnerable pupils including those who are disabled, children with SEN including behavioural issues, and children who are at risk. These children will be identified through our provision map and on our SEN register. A key member of staff, in most cases our SENDCO will ensure good links with home and act as a reference point for staff. Adjustments will be outlined in the pupil's Learning Journey.

Physical Restraint

Staff will seek to minimize and deescalate incidents but sometimes students present a risk to themselves, to others or to property in school. In these cases, staff trained in TEAM TEACH techniques may use physical intervention. This may include guiding a young person to a particular place to "cool down" or preventing them from hurting themselves or others through aggressive behaviour. In such cases a record is made by all members of staff directly involved or observing the incident. All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Any incidents requiring TEAM TEACH restraint or the application of reasonable force will be recorded by all staff involved in an incident and reported to the relevant member of SLT who will check the record and report this to the Head teacher, who will review the incident and report such incidents in his report to governors.

Exclusions

Support will continue within school and through external agencies where appropriate to avoid the ultimate sanction of exclusion. This is always taken as a final resort.

In instances of serious breaches of school policy (see below) exclusion may be considered.

Only the Head Teacher of Ravensworth Terrace Primary School can exclude a pupil and will notify parents/carers within one school day by phone and by letter of such a decision. Exclusions guidance is based upon current DFES guidance and current legislation, which sets out the responsibility of the head teacher, governing body and the LA. Exclusion will not be used if there are alternative solutions available.

Detailed records of incidents are kept and exclusions are reviewed by the governing body. Exclusions will only be used for serious breaches of school policy, eg:

- Verbal abuse
- Violent or threatening behaviour
- Persistent, defiant, disruptive behaviour

- Racist or homophobic abuse
- Bullying

As soon as the pupil is excluded, the school will provide appropriate work to be collected by the parent/carer and returned for marking.

Permanent Exclusion

Permanent exclusion is an extremely serious step, and can arise from an accumulation of fixed term exclusions or as a result of a very serious one-off offence.

Serious one-off offences may include

- Serious or actual threatened violence
- Sexual abuse or assault.
- Supplying an illegal drug
- Carrying an offensive weapon.

School Policies

The behaviour policy should operate in conjunction with policies for

- Equal opportunities
- Anti-bullying
- Child protection
- Physical restraint
- Drugs
- Attendance
- SEND
- Complaints procedure
- Home school agreement

The policy will be reviewed annually by teachers, non- teaching staff, governors and pupils in the Summer term. A regular audit of training needs will be carried out for governors and staff.