



**Raynville Primary School**

*“The future is in our hands”*



**S03 – BEHAVIOUR POLICY**

**Persons Responsible – HEADTEACHER AND PASTORAL & INCLUSION TEAM**

**Date of Policy: SEPTEMBER 2018**

**Reviewed and amended by: AJM & PIT**

**Next Review Due: SEPTEMBER 2020**



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# Behaviour Policy

Our school aims to provide an inspiring education where every child can learn and grow in a safe environment. We strive to educate our children to become responsible, honest, caring, independent, and tolerant citizens of the future. By working in close partnership with parents, carers and the wider family networks of our pupils we hope to foster good relationships. We believe it is important to have shared messages about the importance of respect for oneself and others. We use Restorative Practice strategies throughout school.

We are particularly committed to developing appropriate learning and social behaviours. This policy sets out our systems and strategies to promote and support positive behaviour, including what we will do if a child is finding it difficult to behave appropriately.







### Raynville Rules:

- Listen and follow instructions first time
- Excellent effort every day
- Always be kind and helpful
- Respect yourself, others and our environment
- No excuses!





### Why behaviour matters

At Raynville Primary we believe that by developing effective social and learning behaviour:





#### **Children**

-  Learn to care for one another
-  Learn the value of friendship
-  Develop self-confidence and independence
-  Learn as effectively as they can
-  Develop a positive attitude and moral understanding
-  Develop the skills to become better adults and parents in the future

#### **Teachers**

-  Are able to teach effectively
-  Are able to plan and deliver inspiring lessons
-  Develop positive relationships with parents/carers
-  Develop personally and professionally

#### **Parents/Carers**

-  Feel confident their children are safe and happy at school
-  Know their children are learning effectively
-  Feel welcome in school to discuss their children's progress in a positive atmosphere
-  Feel supported by staff to ensure the welfare of their children



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### How we promote positive behaviour:

At Raynville Primary School we will help children to consider their ability to make choices. We teach SEAL and PSHCE in every year group to develop our pupil's social and emotional skills and their moral understanding. All staff have been trained in Restorative Practice and use prompt cards in class and on the playground to support the process.

Our staff nurture children to understand their potential for good, helping them to problem solve if something has gone wrong. We use Restorative Practice to help children reflect upon the consequences of their actions, and to allow each person involved to air their thoughts and feelings and to be heard.

Staff model good behaviour in our interactions with pupils and adults, showing respect and professionalism at all times.

Good manners are prompted for, noticed and praised by every adult in school. Poor manners and rudeness are challenged, and the child is helped to consider the impact this has on others. Adults notice, praise and reward positive social skills and attitudes to learning. Verbal praise, stickers, certificates, prizes and earned reward time are used to promote good behaviour. As children get older they are expected to earn points for longer term goals, such as sporting tournaments, trips out etc. Children can also be given responsibilities such as being School Council representatives, sports team members, monitors, and school forum members etc, in recognition of their positive role model status.

Staff send texts home to inform parents of positive learning, behaviour etc. Children who have received certificates are listed on the weekly Raynville newsletter.

Our curriculum must be well matched to the needs of the children. Lessons should be appropriately paced with quality resources and planned with opportunities to learn independently, in pairs or in groups.

Children with additional educational, personal or emotional needs are supported with additional help as appropriate.

### How we go about challenging and changing negative social and learning behaviour:

We believe every child has potential for good, and we will challenge the poor behaviour. We will not label the child as “bad”, rather the behaviour. It is vital we establish positive relationships with our pupils, even when they behave in ways we would not wish.

We have clear expectations which the children know and understand.



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We have clear systems in place to support children and staff to maintain calm, positive learning environments and a safe happy playground.

Children are well supervised. Staff do not turn a blind eye to negative behaviour and are ready to promote the positive and appropriately deal with the negative. As previously stated poor manners and rudeness are challenged, and the child is helped to consider the impact this has on others.

Children who are struggling to maintain appropriate behaviour will be supported to make changes. They may have support from an adult during lesson time or break time to keep themselves and others safe and learning well. They may have alternative plans during breaks to reduce the potential for difficulties, such as having play time with the Learning Mentor in the ICT suite.

Parents/carers will be contacted promptly if their child is experiencing difficulties. We hope and expect for parents/carers to work in partnership with school, supporting their child to develop better attitudes and behaviours.

Bullying, sexual and racist comments are unacceptable at Raynville Primary. Our anti-bullying policy is clear and should be discussed with the pupils regularly. Every incident is recorded, investigated and monitored.

In line with current law we are permitted to use physical intervention if a child:

- Is committing a crime
- Is harming themselves, or another person
- Is seriously jeopardising good order and discipline

Our Care and Control policy states when and how we would use physical interventions. Key staff are trained in Team Teach positive handling techniques to make sure children who, for whatever reason, are out of control are kept safe and any risk is reduced for all concerned. When staff physically intervene, whether by simply taking a child's hand, or at the other end of the scale by restraining them, they do so with the best interest of the child in mind. Intervention must be used with great care, and is very rarely called for.

Any serious incident is recorded centrally in line with Leeds City Council policy.

Children with an identified Special Educational Need (SEN) for behaviour, emotional and social difficulties will be assessed and given appropriate support, in partnership with colleagues from the Educational Psychology team, Child and Adolescent Mental Health team (CAMHS) and any other agency working with the child and family to address related issues. If appropriate an individual Risk Assessment and Personal Handling Plan will be developed to pre-empt and reduce the possibility of difficulties. Serious incidents and repeated dangerous or disruptive behaviours may trigger a referral for support from the Oasis provision, provided by the Area Inclusion Partnership



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as part of the local offer in the West of the city. Parents will be informed if the child will be educated off-site at an Oasis centre.

This policy links to:

Inclusion policy (linking to Equalities Act)

Safeguarding policy

Care and Control policy

## Teacher Classroom Management Techniques:

- **Coaching** (nurturing relationships, appropriate humour, making links with families, looking for solutions)
- **Praising** (verbal, nonverbal, specific)
- **Proximal Praising**
- **Labelled praise**
- **Ignore muscle**
- **Clear expectations** (clapping for silence, Show me 5, all staff to engage with input)
- **Class support reward system** (negotiated and reviewed between pupils and teachers throughout the year)
- **Step system** (warning, Time Out, sanctions)
- **Calm time, nurturing time with trusted adult, roles of responsibility to raise self esteem**
- **Stickers, small prizes, end of the day treats, extra playtimes etc**
- **Individual Behaviour Plans (IBPs) for pupils struggling to remain within expectations**
- **Nurture Interventions through our in school Pupil Development Centre**
- **Behaviour modification programmes through our local Oasis offer and SEN Advisory Team**



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