

Raynville Academy Behaviour Policy

This policy was written after consultation with staff, parents, and children. It is reviewed annually, most recently in Sept 2020.

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 struggling to behave appropriately.

Raynville Rules help us to LEARN:

L : Listen and follow instructions, first time

E: Excellent effort everyday

A: Always be kind and helpful

R: Respect yourself, other and the environment

N: 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 positive citizens 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

How we promote positive behaviour:

At Raynville Academy we will help children to consider their ability to make choices. We teach PSHCE in every year group to develop our pupil's social and emotional skills and their moral understanding. Assemblies focus on values, attitudes and inspirational stories. All staff have been trained in Restorative Practice and use open questioning 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 or ring to inform parents of positive learning, behaviour etc. Children who have received certificates or special praise may be mentioned on our school Facebook page.

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. Alternative, personalised approaches may be used to enable children to participate and get the most from school activities.

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 and the choices made. 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.

We have clear systems in place to support children and staff to maintain calm, positive learning environments and a safe, happy playground. See Raynville Step Systems appendix 1.

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 Pastoral and Inclusion Team in the Green Palace, Cooler or Catch Up Club. See appendix 1.

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. See appendix 2.

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. See Care and Control Policy.

Any serious incident is recorded on CPOMS, and staff incident forms are passed on to the MAT.

Children with an identified Special Educational Need or Disability (SEND) for Social, Emotional and Mental Health (SEMH) 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 ABC or Oasis provisions, provided by the Area Inclusion Partnership 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 ABC or Oasis centre.

This policy links to:

Inclusion policy (linking to Equalities Act)

Child Protection policy

Care and Control policy

Examples of 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 (Appendix 1)
- 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 Pastoral and Inclusion Team
- Behaviour modification programmes through our local Oasis offer and SEND Advisory Team

APPENDIX 1

Raynville Steps

Our Rules help us to **LEARN**:

Listen and follow instructions, first time

Excellent effort everyday

Always be kind and helpful




Respect yourself, others and the environment

No excuses!



Step 1	Warning/Reminder of expected behaviour
Step 2	Time Out 1 – in own classroom
Step 3	Time Out 2 – in another classroom
Step 4 <small>Some behaviours will immediately pass to this stage, eg violence, threats, serious insubordination.</small>	Internal exclusion with Senior staff Length of time at SLT discretion
Step 5	Fixed term exclusion to Oasis behaviour unit

Additional supportive procedures:

<p>Cooler: In Miss Balsdon's teaching area at 12.10 prompt. Pupil must bring slip describing issue or staff can use walkie talkie from the yard.</p> 	<p>Catch up club: In Ms Hopwood's teaching room at 12.10 prompt. Pupil brings work to finish which they have failed to complete in class.</p> 	<p>Alternative Deal: In Green Palace, staffed by Mrs Kilner. Pupils develop their own behaviour plan alongside class staff.</p> 
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