



RAYNVILLE
ACADEMY

Behaviour and Attitudes Policy









Approved by:	Raynville LGB		
Responsible department:	Raynville Academy - SLT		
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At Raynville Academy, the Governing body, Principal, Leadership team and all staff are committed to creating a happy, safe and exciting learning environment which places the importance of nurturing positive relationships at the heart of all policies, procedures and decisions. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on encouraging respectful behaviour, an inclusive attitude, and a supportive nature to ensure our students are equipped with the necessary skills to allow them to contribute positivity to our school community and wider society.

We use Team Teach and Restorative Practice strategies throughout school.

Policy Aims and Objectives

-  To create a culture of exceptionally good behaviour: for learning, for community and for life
-  To ensure that all pupils are treated fairly, shown respect and to promote good relationships
-  To refuse to give pupils attention and a sense of importance for poor conduct
-  To help pupils self-regulate and be responsible for their own behaviour
-  To build a community which values kindness, care, good humour, good temper, discipline and empathy for others
-  To promote community cohesion through improved relationships
-  To ensure that excellent behaviour is celebrated and normalised
-  To reduce exclusion and increase inclusion

How we promote positive behaviour:

Meet and Greets

A member of staff on each door at 8.45am to welcome the children into the classroom, creating a positive environment for all.

Raynville Rs – Rules: Ready, Respectful and Responsible

Ready, Respectful and Responsible are the three rules which underpin our behaviour policy.

‘Ready’ - Ready to learn, ready to listen, ready to participate etc.

‘Respectful’ - Respect for themselves and showing respect to their peers, to adults, to our environment.

‘Responsible’ - Responsible in their learning environment, safe with the people around them and responsible in the activities in which they are taking part.

Ready	Respectful	Responsible
<ul style="list-style-type: none"> • School uniform • Full equipment • Listening • Be on time • Following instructions 	<ul style="list-style-type: none"> • Listen to others and expect to be listened to • Appropriate language and tone. • Look after the building, displays and equipment • Represent Raynville both in and out of school • Respect yourself and look after your body and mind 	<ul style="list-style-type: none"> • Be in the right place at the right time • No physical contact • Be responsible with school equipment • Take responsibility for actions • Stay responsible online both in and out of school • Report any problems to an adult

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Responsible.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

Recognition of positive and expected behaviour.

- Expected: Catch the children getting it right
- Expected: Every teaching space has a Recognition Board/mechanism which is used throughout lessons to acknowledge students who are going above and beyond - this will be displayed at the front of the classroom
- Expected: Hourly or daily recognition boards - perhaps followed by a round of applause at the end of lesson for those who appear on it
- Above and beyond: 1 house point for above and beyond behaviour
- Above and beyond: Positive postcards home from - teachers, SLT, support staff, visitors
- Above and beyond: Positive phone calls home
- Above and beyond: weekly certificate for above and beyond learning and/or behaviour in assemblies

How we support behaviour, wellbeing, and relationships:

Children who are struggling to maintain appropriate behaviour will be supported to make changes. They may have support and/or alternative plans during lesson time or break time to keep themselves and others safe and learning well.

Classroom Support

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

Reminder of 3Rs given

Take up time

.....

2-minute intervention script + explanation of next steps

Take up time

.....

Time Out – in own classroom

Lots of take up time

.....

Time Out – in different classroom

Lots of take up time

.....

Teacher's choice

(Quick chat, restorative conversation, catch-up, cooler or natural consequence)

Serious Breaches

Students who commit a serious breach will have time out in a different classroom/with a member of SLT immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), violence and/or discriminative behaviour. This incident will be recorded on CPOMS.

Class teacher is still leading on this behaviour and leadership team will stand alongside, this is not being 'passed up'.

For most pupils, a gentle reminder or 'nudge' in the right direction is all that is needed - this may be a quiet word or a visual cue to correct the behaviour. Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. To avoid this:

- Steps should always be taken to consider the individual child's needs
- Praise the behaviour you want to see through use of the recognition board
- All pupils must be given 'take up time' in between steps
- It is not possible to leap or accelerate steps for repeated low-level disruption

A **reminder and warning** of the expectations for pupils referring to the rules of 'Ready, Respectful, Responsible' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request - 'take up time', 'I am going to give you a couple of minutes to make the right choice' and leave.

As part of the 2-minute intervention script, a clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said/done and respond appropriately.

Example of the 2-minute intervention script (best to be completed in private)

Are you okay?

I asked to speak to you because I noticed you were struggling to stick to our rules.

This is just a pause; I want to get you back in and working.

We've agreed that _____ is one of our rules, I need you to....

Remember when you did (positive)..... What can I do to help you now?

Breath, how are we going to get back in? What will be best for you?

Teacher's Choice

As class teachers are leading the behaviour in their classroom, it is important that behaviour issues are not passed up to be dealt with by a senior leader. Instead, the senior leaders should stand alongside the class teacher and echo the expectations of Raynville Academy.

Once behaviour has reached a level that requires the child to have time out in another classroom, teachers should follow up with:

- **Quick chat:** class teacher to chat with child acknowledging that the previous lesson wasn't good and that the next lesson is a fresh start
- **Restorative conversation:** this won't always be necessary, teacher judgement needed. Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

- **Catch-up:** child attends catch-up club at lunchtime to complete any work uncompleted during a lesson
- **Cooler:** child spends time in at lunchtime with SLT to discuss the incident (restorative conversation if appropriate) or to understand the requirement for respectful and responsible play at break/lunch
- **Natural consequence:** cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Additional information/action

Contact with parents/carers is made for positive and negative behaviour to ensure a healthy relationship between school/child/parents/carers is maintained. We hope and expect for parents/carers to work in partnership with school, supporting their child to develop better attitudes and behaviours.

Bullying, discriminatory comments/behaviour and peer on peer abuse 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 the national guidance in Keeping Children Safe in Education we ensure staff, children and parents understand our shared duty to ensure children respect themselves and others, including:

- Consent e.g. asking permission to hold someone's hand, touch their hair, share a resource etc
- Protective characteristics in line with the national Diversity Strategy e.g. sex, gender, sexual orientation, race, colour, nationality, ethnic or national origin, disability, religion or belief, marriage or civil partnership family status etc.

SEMH and serious behaviour concerns:

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. Excluding a child following a serious incident is rare, as we try to intervene when early signs of SEMH are identified. By offering Early Help, Cluster family support help and SEND support we aim to reduce the risk of disruptive, unacceptable or dangerous behaviour.

This policy links to:**National:**

Keeping Children Safe In Education 2021

Diversity Strategy 2018-2025

Raynville:

Inclusion policy (linking to Equalities Act 2010)

Child Protection policy

Care and Control policy

Anti-Bullying policy