

Policy & Procedure for Behaviour Ravenbank School

Ratifying Committee: Full Governing Board

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Policy Objectives:

- To establish a calm, caring and safe learning environment in which the highest standards of teaching and learning can take place.
- To teach pupils how to regulate their behaviour and emotions.
- To ensure every member of the school community feels valued and respected and that each person is treated fairly.
- To enable pupils to become positive, responsible and
- To ensure pupils understand the expectations for behaviour and are rewarded consistently for meeting them.

- To ensure that incidents of inappropriate behaviour are dealt with fairly and consistently.

The development of this policy has involved due regard to the requirements of the Equality Act 2010.

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Executive Summary

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school policy is built on key principles of high expectations, that behaviour is a curriculum to be taught and that a positive culture and ethos will enable all pupils to achieve and feel a sense of belonging. It is also important as part of an inclusive culture, that any consequences for behaviour that don't meet the school's standards are fair and consistent. The school will always seek to work closely with parents on those occasions.

The whole school community works within the values of respect, friendship, trust and perseverance, which are promoted within the 'five golden rules' to ensure that we positively reinforce behaviour which reflects the values of the school. Children are put into house point teams as they join the school. Siblings will be put in the same house team.



Children are awarded house points for following the golden rules. Each class works towards a class target and when 500 house points are earned, the class will earn a 'golden ticket' where they are entitled to spend half a day on an activity, which is broadly curriculum themed, but agreed on, planned and organised by the children and teachers. The house point total will continue to grow and golden tickets are awarded in 500 increments.

Leaders will work with the School Council to design collective awards for each house point team when they reach increments of 5000 points, e.g. a games afternoon, dress down days, picnics.

Other positive approaches include:

- Name on the positive noticing board
- Celebrations in assemblies
- Headteacher Awards (Stickers)
- Celebration postcards home

Where there are incidents of low-level behaviour that doesn't meet the school's expectations, there is a clear escalation process which involves reflection time and proactive steps to improve behaviour.

The policy applies to all pupils. The policy has specific implications for:

- The Full Governing Body
- The Education, Standards & Achievement Committee
- The Head teacher
- The Behaviour Leader
- The SENDCO
- All Teachers, Teaching Assistants and Mid-Day Assistants
- Volunteers or helpers (please refer to the class guidance sheet)

Introduction

The school policy is built on these key principles:

- School leaders and staff must have high expectations for pupil behaviour and apply these consistently. They must demonstrate through their actions and words the belief that everyone is respected and valued by the school community.
- Behaviour is seen as a curriculum to be taught. Pupils are introduced to the rules and expectations in September in their classroom and school assemblies. They are taught what behaviour will help them to succeed, what isn't accepted and what the consequences of both will be. Leaders must avoid ambiguity and teachers must be specific in their expectations within the classroom. Once these have been learnt, they must be consistently reinforced.
- Within each classroom, to reinforce the behaviour policy, there must be a positive noticing board with children's names laminated and ready to be stuck on, copies of the school behaviour posters and the school values.
- Pupils will look to each other for social cues about what is acceptable behaviour. This is driven by a desire to fit in and gain the approval of peers. Therefore, it is important that leaders and teachers positively notice pupils who are meeting the expectations of the school. Adults can use normative language to promote their expectations, e.g. 'In this school we are respectful, thank you xxx for listening so well.'
- In September, teachers should set clear expectations for lining up, how we move around school, how we transition between activities, and how we work with a partner. Leaders will do the same in assemblies and reinforce how we come into assembly, how we listen and respond and how we leave assembly. If these routines are continually reinforced, then the effort is beneficial to everyone in the school.
- Teachers should always have a good view of the class when teaching. Low level behaviour can occur when teachers are focused on a particular group of pupils, so always having a clear view of the class, prevents these situations from occurring.
- The school uses a range of rewards to encourage good behaviour. Some are collective rewards to build a positive and inclusive environment, such as the class 'golden ticket' award and others are individual and designed to promote and celebrate pupils' good behaviour. These will include targeted praise, headteacher awards, phone calls and postcards home.
- Sometimes pupils will test the boundaries. It is important that the consequences for doing so are timely, consistent and appropriate. Teachers should know the school behaviour policy well and ask for support from senior leaders whenever necessary. When this behaviour is regular, it is important to involve parents and share with them specific examples and what has been tried so far.

- When behaviour is escalating, adults should use a firm but calm voice, remind the child of your expectations and thank them if they respond to your expectation. If they do not, remind the child that they are choosing to behave this way and what the consequences will be if they do not listen. It may be appropriate to offer the child two appropriate choices at this stage to resolve the situation.
- If in the case of behaviour escalating towards hurting themselves, others or property, it is important to follow the de-escalation process. Adults should remain calm, speak slowly to the child and summon help. If other children are nearby and it isn't feasible to remove the child, then remove the class. If it is necessary to prevent a child from hurting themselves or others by holding them, then the adults who do this must be appropriately trained. Adults should always make a record of these incidents.

The Policy Standards

This policy applies to all pupils and has specific implications for:

- The Full Governing Body
- The Headteacher
- The Behaviour Lead
- The SENDCO
- All Teachers, Teaching Assistants and mid-day Assistants
- Any volunteers (they must also read and sign the visitor's policy)

We teach the children at Ravenbank School about our Golden Rules, the school values and emotional regulation through assemblies, PSHE lessons, circle times and everyday interactions with one another. The aim is to ensure good behaviour is built upon our shared values.

Routines and consistent expectations during the school week will ensure children's behaviour is exemplary. All staff should note that:

- The whole school signal for silence is the outstretched raised arm. All members of staff may use this signal to ensure all children are listening, e.g. in an assembly, in the school dinner hall or at the end of break times.
- Only classroom staff can award house points to ensure consistency of approach within a class, but any member of staff can nominate a child for house points, award stickers or write a praise postcard. This might include lunch time supervision staff who note a child's efforts to help tidy up or being kind and helpful to others in the dinner hall. They will award stickers and a teacher can decide to award a house point from this.
- Expectations must be appropriately applied to all children dependent on their age or stage of development. Some children with additional special educational needs may need reasonable adjustments to enable them to learn and regulate their own behaviour.

Duties

It is the responsibility of the full governing body to ratify this policy. School leaders would welcome visits from school governors which will help them triangulate the effectiveness of the policy. It is also the responsibility of the full governing body to monitor the rate of suspensions and exclusions.

The head teacher has responsibilities to ensure that a Behaviour Policy is developed; that it is implemented effectively and consistently throughout the school and that systems are in place for the effective monitoring of the standards contained in the policy. The head teacher also has responsibility for:

- Collating discipline records at the end of each term.

- Keeping a record of letters sent to parents regarding any reported serious incidents of behaviour.
- Supporting the Behaviour Lead and SENDCO reviewing the progress of behaviour on a regular basis.
- Keeping all staff informed of strategies and progress on a regular basis through effective professional development.
- Keeping a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

The Behaviour Lead has responsibility for developing the Behaviour Policy on behalf of the Head teacher using the most up to date and effective evidence base. The Head teacher is responsible for reviewing progress of behaviour alongside the Leadership Team, SENDCO and Behaviour Lead.

It is the responsibility of all teachers, Teaching Assistants and Mid-day Assistants to have a good knowledge of the Behaviour Policy, engage with any professional development and manage behaviour in accordance with the principles and expectations. All teachers and teaching assistants have access to CPOMs so that any behaviours that cause concern can be recorded so that leaders can identify where additional support for pupils may be required.

Procedures for managing low-level and high-level behaviour incidents

As a fully inclusive school, we understand that some children need extra support. Staff are trained in calming down techniques and how to deal with challenging behaviour. Sometimes a child may need a separate system for rewards and consequences in addition to the whole school approach. Children’s additional needs are always acknowledged and understood when dealing with behaviour incidents and appropriate adjustments to the management of behaviour policy. Please see the SEND policy for more information.

All staff will use this escalation procedure to ensure any incident that doesn’t meet the school’s expectations will be dealt with fairly and consistently. Every child has the right to start each day afresh and be warmly welcomed into school.

Action	Consequences
Low level- shouting out, not concentrating, distracting others.	Verbal warning and redirection.
Low level behaviour continues within that lesson.	Five minutes of break time missed to reflect on behaviour. The adult should explain to the pupil why the behaviour is inappropriate and the impact it is having on others. Staff should make a note of any behaviour causing them concern in order to spot patterns and address needs and review these to spot patterns in behaviour and make a record on CPOMs. A weekly record would be appropriate if there were several smaller incidents during a week.
Low level behaviour continues.	A key stage leader has a conversation with the pupil, reinforcing the expectations and consequences for not meeting the school expectations. It may be necessary for the pupil to work in a quiet place away from the classroom to avoid disrupting other’s learning. A record of this will be recorded on CPOMs by the class teacher. At this stage it may be appropriate to speak to parents informally.

There is a repeated pattern of behaviour causing concern.	Teacher completes a record of behaviour and shares this with a senior leader. The senior leader will record on CPOMS, noting any consistent patterns and arrange a discussion with parents and the class teacher to discuss.
Hurting other children physically or emotionally.	A 'think sheet' is completed and the teacher will discuss with the pupil and have a conversation with parents and upload this to CPOMS. If needed, the child will have a short time away from their peers to calm, supervised by a senior leader. They will return to class when the member of staff deems it safe to do so. For serious incidents, the teacher will refer the matter to a senior leader.
Repeat of the behaviour above.	A behaviour plan will be completed with actions and consequences. This will be reviewed half-termly with teachers and parents.

Positive Handling

There are occasional circumstances when it is appropriate for staff in schools to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact or control to restrain pupils. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of reasonable force will only occur as a last resort to prevent any harm to the pupil, other pupils or staff. If positive handling is required then an individual behaviour plan will be drawn up by the class teacher and senior leaders. Parents will also be involved in the formation and review of the plan.

When considering the use of reasonable force, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, health needs or medical conditions. Please see the appendix for supporting dysregulated pupils.

Development and consultation

This policy has been developed in consultation with senior leaders. It will be reviewed with parents, governors and pupils in the autumn term 2024.

Monitoring effectiveness of the policy

The Headteacher and senior leadership team will continually monitor the effectiveness of this policy. Discussions will be encouraged in staff meetings, progress meetings and staff wellbeing feedback. It will be monitored on an annual basis with governors. Any amendments to the policy should be reviewed with the local governing body.

References and associated documentation

Please also see:

- Anti-bullying Policy
- SEND policy
- Inclusion Policy
- Complaints Policy
- Online Safety
- Racial Equality, Cultural Diversity and Equal Opportunities Policy
- Child Protection and Safeguarding
- Health and Safety
- Local Authority & Ravenbank School complaints procedure.
- Local Authority Graduated Response

- Warrington Safeguarding Children Board guidance
- Behaviour and Discipline in schools@ Advice for headteachers and school staff (DfE January 2016)
- Searching, Screening and confiscation: Advice for Headteachers, School staff and governing bodies (DfE February 2014).





Appendices

1. Supporting pupils who are dysregulated or with emotional regulation difficulties

Emotional Regulation is the ability to self-monitor physiological arousal and emotional states. The cognitive skills a person uses to control, modulate and regulate emotions, outside of the context of frustration. Self-regulation requires that a person have intact Executive Functions (EFs). Executive Functions (EF's) are those neuropsychological processes needed to sustain problem-solving towards a goal. EF's and self regulation share a similar if not identical definition. Both involve goal-directed, future-oriented actions, both involve sustaining actions over time to achieve one's goals and both include problem-solving as part of those goal-directed actions. Moreover, when we look at a list of the mental processes most often listed as being part of the notion of EF, they include: inhibition, resistance to distraction, self-awareness, working memory, emotional self-control, and self-motivation. These are the very mental abilities already identified as being essential to self-regulation.

As a school, we use the Zones of Regulation programme to help all children understand different emotional states. We teach them that all emotions are ok and that you experience different physical sensations in different emotional states. Each class has four different emotional zones displayed and children put a lolly stick with their name on in the pot they feel matches how they are feeling in the morning and after lunch. This allows the teachers and support staff to identify if children require some additional support to regulate their emotions. This is a proactive approach that supports the emotional wellbeing of all children.

The **ZONES** of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

If a child has become dysregulated and displays behaviours that will harm themselves or others, it is important to remove them to a quiet space to allow them time to calm. Once a strong emotion is triggered, it is impossible to reason with a child, so it is best to leave them to safely calm down or to distract them.

The following strategies are to be used on a case by case basis:

- Encourage the child to use some calming strategies, e.g. breathing exercises, have a drink of water, close your eyes, etc. For some children, a personalised toolkit can ensure they have items close by to help them calm quickly, e.g a favourite toy.
- Verbalise your observations about how the child is feeling, e.g. I can see you're sad. Validate the child's emotions as this helps the child to understand all feelings are valid.
- When the child is calm, settled and in control, encourage them to reflect on their emotions and identify the specific trigger for the emotion. Consciously listen without judgement.

When the child is calm, some proactive strategies will be:

- Ensure that the child has a trusted adult they can find for support.
- Use a visual tool to help the child recognise a range of emotions.
- Teach the child about the brain's response to anxiety and the fight/flight reflex. This will help them to consciously analyse their emotions.

- Develop a personalised toolkit (as above) which has activities that can help the child to regulate their emotions.

Guidance on the use of quiet spaces at Ravenbank

At Ravenbank we have a quiet space that offers an opportunity for a child who is dysregulated to regulate their emotions in a quiet room with the support of adults. We call this room The Nest. The purpose of this space is not to exclude them or punish, but to have a safe space to calm down and use their self-regulation skills. In most cases, the use of The Nest is part of a child's behaviour plan which is formed with parents and carers.

In most cases, the use of The Nest will be the choice of the child, sometimes with a prompt from staff. In exceptional circumstances where a child is putting themselves or others at risk of harm and other strategies have failed to calm the child, staff may be required to accompany the child to The Nest using positive handling strategies.

The decision to access The Nest should be based on a dynamic risk assessment when a child is:

- Self-harming
- Causing injury to other children or staff
- Damage to property

In these situations, The Nest is used to help the child manage their own emotional state and reduce the risk to themselves, other children and staff.

Guidance for staff using The Nest:

- Staff should explain to the child that The Nest is a safe place for them to go when they're feeling upset, worried or angry. Staff may want to allow the child to spend some time in there when they're in a calm state of mind, exploring the bean bags, cushions and blankets. This proactive session is to help the child feel good about being in The Nest and understand how the space can support them.
- When a child is showing signs that they are becoming dysregulated, staff can suggest it is a good time to use The Nest. The child may recognise this for themselves. This can be used alongside other regulation strategies that the child is responsive to, e.g. a favourite cuddly toy or squeezey toy.
- If a child continues to cause concern and is reaching a point that they are affecting other pupils or becoming a danger to themselves, the child should be prompted to make 'the right choice' and move to The Nest. At this point, staff should alert other staff for support.
- If the child continues to escalate, subject to a dynamic risk assessment (above) staff may decide to escort the child to The Nest using strategies in line with their training and the school's Physical Intervention Policy. This must be recorded on the Physical Intervention Report Form.
- While a child is in The Nest, senior staff should ensure that appropriate staffing is available to support the child.
- Staff must be able to see the child at all times. At no time should a child be left unsupervised in The Nest. It may be appropriate to allow the child to calm on their own but staff must be able to see the child through a window.
- At no time will a child be locked in The Nest. If they try to leave before they are calm, staff should calmly explain to the child why they need to stay there until they are calm,

in extreme cases, when the child is very angry and unable to process requests, staff may need to implement a dynamic risk assessment in line with the Physical Intervention Policy. Parents will be kept fully informed about any incidents where staff have had to physically restrain a child.

2. Crew Culture including check in, check-up and check outs

As part of the development of the behaviour policy, the school will be developing towards a 'crew culture'. This is an ethos that cultivates courage, compassion and success. It demonstrates that school staff and pupils respect each other, support each other and work together as a team. It shows that they hold themselves and each other accountable to high standards, take a stance against discriminatory behaviour based on bias and work together to make the world a better place.

Each class becomes a 'crew' and ensures that everyone has an equal voice, value and visibility. They build relationships through brave, honest and respectful communication. A crew session happens within the classroom at regular points in the school weeks. They establish consistent rituals that enable the crew to delve deeply into social and emotional issues that support pupils in building strong relationships. It creates time for reflecting on student work and academic habits.

There are three main crew sessions that teachers could use to build strong relationships in their class. Pupils will sit in a circle, which emphasises unity and equality, encouraging honesty and trust:

- Check in- the teacher will lead a group session that enables the pupils to de-brief after a weekend and allow the group to know where support is needed.
- Check-up- a mid-week session that allows pupils to reflect on their learning during the week and adjust.
- Check-out- an end of week session where pupils acknowledge the support they have been given or apologise to anyone they feel they haven't been supportive to.

All contributions are voluntary, and pupils are free to 'pass' if they don't want to share at that time. There are also routines and structures available to teachers to develop the crew sessions, such as greetings, initiatives and debrief questions.

3. Rewards

Pupils are rewarded for following the golden rules through:

- In every classroom there is a 'positive noticing board' (PNB) where the class has a joint target and focus for their behaviour. Teachers are encouraged to discuss this target and allow pupils to reflect on what behaviours would be beneficial to their learning and wellbeing. Teachers will have each child's name located around the PNB and will frequently positively notice when a child is portraying a focus behaviour. All staff are encouraged to positively notice around the school, e.g. fantastic walking, listening or teamwork.
- A collective class award for earning 500 house points. Everyone is entitled to join in this session, no matter how many points they have earned. The class award is a session, broadly curriculum based that allows pupils to spend time on an activity they enjoy. Teachers and pupils will jointly plan the session, ensuring that the pupils take responsibility for designing activities, preparing the resources and tidying up. The

teacher will take photographs of the activities and (where permission is granted) share this on the year group Class Dojo page for parents to see.

- Pupils can be awarded stickers which promote the school values and vision. This is a lovely way for parents to see when their child has been rewarded for their behaviour.
- Praise postcards will be written by staff and handed out in weekly celebration assemblies. This is a joyous occasion when the whole school community can celebrate each other's achievements.

4. Consequences

Occasionally it will be necessary to put a consequence in place when a pupil isn't behaving in line with the school expectations. Pupils will be given additional support and given warnings to improve their behaviour. However, if pupils ignore the warnings by staff, then the following consequences will be in place as close to the incident as possible:

- Verbal warning and redirection
- Five minutes missed off play time to reflect on their behaviour.
- Conversations with members of staff to reinforce school expectations and further consequences.
- Time spent away from their class, with work supervised by another member of staff. At this point, the senior leader will inform the pupil's parents and inform them of the next steps.
- Time spent with a senior leader who will reinforce the expectations for behaviour and consequences of further incidents.
- Where there is a pattern of incidents, parents will be invited into school to discuss and find strategies to support their child's needs.

Please see the escalation procedure for further details.

5. Individual Behaviour Plans

If the incident is a high-level incident, which involves physical harm, threats or bullying of another pupil, a 'think sheet' will be completed with the pupil and parents will be informed. Sometimes pupils will take part in a restorative practice strategy to make amends for their behaviour. Research has shown that this helps the pupil to understand other's viewpoints, what happened and the impact of their behaviour so that they want to repair any harm caused. It helps pupils take responsibility for their behaviour and reduces the likelihood of it happening again.

If there are three or more high-level incidents, parents must be invited in for a meeting to discuss next steps such as an individual behaviour plan which identifies common triggers and effective strategies to support the child. An individual behaviour plan will have individual rewards and consequences designed to the child's needs.

All incidents of swearing, vandalism, fighting or bullying, offensive language against protected characteristics, physical and/ or emotional harm will be investigated by a member of the leadership team and all pupils involved will be asked for their account before a professional judgement is made about consequences. All high-level incidents recorded on CPOMs and parents will be notified.

If further support is needed, advice will be sought from external agencies and implemented if necessary. An Early Help Meeting Plan may be arranged if a multi-agency approach is necessary to support the pupil and family.

If a child's behaviour is part of their disability, diagnosis or need, then a careful support plan should be implemented which specifies how inappropriate behaviours are to be handled, with more frequent reinforcement of positive behaviour rewards, if this is appropriate. Individual behaviour plans should specify which support measures are in place. If a child's behaviour presents a risk to their safety or others, then a risk assessment should be carried out and a risk management plan be put in place. This should be reviewed on a regular basis. Pupil's additional needs are always acknowledged and understood when dealing with behavioural incidents and appropriate adjustments to the management of their behaviours are made.

All staff should be kept informed of important information related to behaviour by the Head teacher. The Head teacher, the Behaviour Lead, SENDCO and senior leadership team will keep this policy under review and give feedback to governors regarding the implementation of the policy.

6.The role of parents

The school aims to work collaboratively with all parents so that pupils 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 to read these and support them.

It is essential that parents support their child's learning and behaviour and cooperate with the school, as set out in the home-school agreement and prospectus. We aim to build a supportive dialogue between a child's family and school, and we will inform parents immediately if we have concerns about their welfare or behaviour.

Parents have the responsibility to ensure that their child is adequately supervised when on school premises at any time outside of school hours.

If a parent is unhappy with the way the school has dealt with any incident, then they should follow the procedure in the Complaints Policy.

7.Fixed Term and Permanent Exclusions

Only the Head teacher (or acting Head teacher) has the power to exclude a pupil from the school. The Head teacher may exclude a pupil for one or more fixed periods, not exceeding 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this. Please refer to the Local Authority guidelines.

If the Head teacher excludes a pupil, they inform the parents immediately, giving the reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher will inform the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body cannot either exclude a pupil or extend the exclusion period decided by the Head teacher. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the Local Authority, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling. The Head teacher will seek and follow advice from the Local Authority at each stage of the exclusion procedure.