



Ravenshall

all different | all equal | all important

BEHAVIOUR POLICY

2021-2022

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Behaviour Policy

School Ethos

At Ravenshall School everyone is encouraged to reach their potential in a caring and positive but purposeful atmosphere. We fully embrace the ethos of 'all different, all equal, all important'.

General

To promote a positive and caring environment where every member of the school community is valued; achievements are recognised, and successes are celebrated.

Academic

To provide a broad, balanced, and personalised life skills curriculum, enabling each student to further develop their knowledge and skills.

To promote good habits, attitudes to work and where appropriate with student involvement in planning and recording.

Social and Moral

To work as a community where understanding, respect for others and personal responsibilities are central values, allowing everyone to thrive as individuals.

School Aims

- To maintain a happy, respectful, caring, and positive atmosphere within the school.
- To promote an environment where all pupils and staff feel safe, secure, valued, and respected.
- To ensure high expectations are positively maintained for all pupils.
- To develop pupils' strategies to cope with their emotions and regulate their behaviours.
- To enable pupils to build positive and secure relationships with staff and their peers.
- To inspire pupils to take pride in and responsibility in themselves, their learning, their actions, and their environment.
- To support pupils to be as independent as possible.
- To support pupils' self esteem, emotional wellbeing and mental health.
- To build positive partnerships between school and parents/carers.
- To empower our pupils to become safe confident, valued, respected members of the whole community.
- To have consistent and positive approaches to behaviour.
- To use strategies that meet individual needs through team planning.

Policy Aims

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

This policy should be read in conjunction with:

- The Child Protection and Safeguarding policy
- Equal Opportunities Policy
- Anti-bullying policy

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or learning activities
- Rude and disrespectful language
- Incorrect uniform
- Using mobile phones

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Anti-Bullying Policy

Detailed information about types of bullying and our approach to preventing and addressing bullying are set out in our anti-bullying policy.

Expectations of Students

Students will be expected to:

- Be on time for lessons and activities
- Engage in learning
- Keep themselves and others safe
- Be appropriately presented and dressed in uniform
- Be respectful to staff and pupils
- Care for our school, the grounds, their own and other peoples' things

Behaviour for Learning

Behaviour for Learning (BfL) is the agreed guiding philosophy for a whole school approach to behaviour. The required outcome for any behaviour strategy is for all pupils within any given class to have the right to be in an environment where teaching and learning may take place to maximum effect for each and every pupil.

Supporting good behaviour is the responsibility of all members of staff. During any teaching session, the prime responsibility is that of the class teacher, with support available from ETAs, inclusion support workers and senior managers when such intervention is felt necessary. A welcoming environment and approach as well as appropriately differentiated work must be available for every teaching session.

To support this, the pupils follow a set of BfL expectations:

- We communicate with each other in a positive way
- We have safe hands and feet
- We listen when someone else is speaking
- We keep on task

BfL expectations play a key part in Ravenshall's everyday teaching and learning. They are consistently reinforced through:

- Time spent daily with form tutor
- Assemblies
- Personal Social and Health Education
- Lessons
- Visual signs
- Role modelling by staff and other students
- Break and lunch time supervision
- Individual counselling

Visits and Journeys

Appropriate behaviour is expected on all school trips and visits including daily travelling to and from school.

Mobile phones and other electronic devices

Mobile phones and other electronic devices are not allowed to be used in school for safeguarding reasons.

Independent travellers and pupils who have specific arrangements with SLT will be able to bring their device into school providing that they agree to hand them in at the beginning of the school day to a designated person. These will be collected at the end of the day.

RESPONSIBILITIES

Everyone has the responsibility to promote positive behaviour in school.

All staff will be made aware when policy has been revised in order that they may continue to support the behaviour of all our pupils.

Students' responsibilities include:

- To understand and follow BfL expectations and its benefit for their own learning.
- To meet the school's expectations and follow the school rules.
- To achieve progression and rewards through the DoJo reward system.
- To make good progress towards personal holistic targets.

Parents, Guardians and Other Carers responsibilities include:

- To support the school in implementing the behaviour policy, individual behaviour support plans and promoting good behaviour.
- To advise the school of any concerns about their child's behaviour in school and support the school's efforts to resolve any difficulties.

The Governors responsibilities include:

- To ensure the school has an appropriate and up to date behaviour policy.
- To participate in drafting and reviewing the behaviour policy.
- To support the Head teacher and staff in promoting and implementing the behaviour policy.

The Head Teacher's responsibilities include:

- To ensure that the Behaviour policy reflects the aims of the school.
- To ensure that all relevant parties including staff, governors, parents, and students are fully aware of, and as far as possible committed to the school's behaviour policy.
- To ensure that the behaviour policy is consistently and fairly applied throughout the school.
- To ensure staff receive training they need to support pupil behaviour and that outside agencies are involved when needed.

Class Teacher's Responsibilities Include:

- To make students aware of the expectations and rules of BfL.
- To ensure BfL is embedded in all teaching.
- To use the opportunities available to actively teach and promote good behaviour.
- To use the systems for rewards and sanctions consistently and fairly.
- To liaise with other staff, parents and external agencies where appropriate regarding individual students.
- To present as a good role model, in terms of dress code, punctuality, and a positive approach.

Support staff/Inclusion Team Responsibilities Include:

- To be aware of and implement the school behaviour policy.
- To support the class teacher in implementing the behaviour policy.
- To use the systems for rewards and sanctions as consistently and fairly as possible.
- To present as a good/positive role model, for example in terms of dress code and punctuality.

Lunch Time Supervisors/Other Staff Including Supply Teachers, Visiting Specialists, Students on placement responsibilities include:

- To be aware of and implement the school behaviour policy where it applies to lunch times.
- To use the opportunities available to promote good behaviour.
- To use systems for rewards and sanctions consistently and fairly.
- To liaise with the Leadership Team/ SLT and class teachers regarding individual students when necessary.
- To be part of a team approach to BfL.

Behaviour strategies are regularly discussed at meetings of:

- Governors
- Senior leadership team
- Leadership team
- Teaching staff
- Inclusion team
- Support staff
- Educational psychologists
- Local Authority Officers (SENDACT)
- Annual Reviews
- Special/ interim Reviews for specific pupils
- Assemblies for pupils

Strategies, behaviour support plans and resources are adapted and amended as discussed.

Evidence of good practice is evidenced via:

- OFSTED Report (2019)
- KIRKLEES LEARNING PARTNER REPORTS
- SLT reports to governors
- Governing body meeting minutes
- Performance management observations

SUPPORT IN SCHOOL

Behaviour referral system

When pupils are unable to engage in learning and class teacher feels that additional support is needed, a referral system is in place:

RAVENSHALL BEHAVIOUR AND INCLUSION TEAM INTERVENTION/ SUPPORT STEPS

STEPS	DIFFICULTIES	ACTION	OTHER
Step 1	Behaviour concerns identified (individual/group).	See B & I team before or after school to discuss issues and possible strategies. Strategies need to be tried consistently over an agreed period of time to assess impact. Feedback to B & I team on impact.	Possible: <ul style="list-style-type: none"> • Boxall profile • Behaviour report card • Consult Autism specialists (Tara/Vicki) • Parental involvement eg phone call/mtg • Involve KS lead • Mental health intervention eg ELSA • Safeguarding referral if needed
Step 2	Behaviours becoming increasingly difficult to manage. Suggested strategies not working. Negative impact on other learners.	Meet B & I team. Decide key times/ pupils when support is most needed. BSW will observe/ support during agreed time as needed, afterwards will offer solutions. Monitor impact regularly (as agreed with SG).	
Step 3	Behaviours require additional support during identified times/ activities. Previous steps used but not effective.	B & I team meet teacher to clarify times and activities when support is needed. BSW will support during those times and offer advice and introduce strategies/ resources that can be used. BSW will gradually reduce support as strategies used are embedded by teacher and staff. Support to be monitored and reduced as discussed and guided by SG.	
Step 4	Behaviours continue to escalate when BSW support is withdrawn.	Longer term monitoring/ support by BSW to be discussed and agreed with B & I team, organised by SG.	
Step 5	Previous steps have not worked.	SLT support.	

- Referrals to be made via email
- Forms to be filled in for support given and advice/ strategies/ interventions
- Monitoring visits will record impact
- Parents/ carers will be consulted and involved throughout this process

Working with other professionals

Sometimes, to enable school to support a pupil most effectively, we need to seek advice and support from other agencies.

This may be a referral to the CAMHS Learning Disability Team or to the Educational Psychology service, or others. This is a supportive referral so that professional advice can be given about provision to meet individual needs.

Family Support

As a school we work closely with families to provide the most consistent and positive support for pupils.

The Behaviour and Inclusion Team frequently speak to families with updates and to discuss supportive strategies.

Other agencies may offer support through workshops or individual support programs- these are shared by [phone or via our school website.

Can do room:

Pupils access the Can Do Room when they feel the need to or when staff ask them to go. It is a calm and welcoming space.

Pupils may complete work in the Can Do Room, take part in restorative sessions or have reflection/ discussion time with staff and other pupils.

The Behaviour and Inclusion Team provide intensive support for pupils to develop self-esteem, positive relationships and independence strategies to manage their thoughts, feelings and behaviour.

Restorative Practices

The use of restorative practices is well embedded and modelled throughout school. A number of staff have been formally trained and this training has been cascaded to additional staff members.

A restorative conversation should include the following questions:

- **What happened?** – Allow the person to tell the whole story from their point of view.
- **What did you think when?** - Go back to different points of the story and ask what they were thinking
- **How has it affected? You and others?** - Encourage the person to think of the wider 'ripple effect'.
- **What do you need to move forward?** Reflect on how the situation can be repaired and resolved to allow to move on. What could happen differently in future?

Reflection room:

At Ravenshall the Reflection room, is used for pupils to have time out in a safe environment, and calm down whilst being supported and monitored at all times by staff.

Once calm the pupil is given the option of going to the Can Do room to have a restorative conversation before returning to class.

School Rewards and Sanctions

- Rewarding pupils for good behaviour during lesson times by issuing online DoJo tokens, both individually and collectively for class rewards
- The 'Dojo points' can be saved and exchanged for gifts from the Dojo shop which opens every half term
- Achievements are celebrated weekly during assembly's i.e. Dojo individual and class, 5P reward card, attendance Cup and special post cards through the letter box
- Recognition of events in the school's newsletter
- Congratulatory letter/ phone call to parents
- Reward cards
- Individually designed reward cards/ systems

The following are some of the sanctions used:

- Low key reminders (refer to BfL targets)
- Moved within the class
- Removal of privileges
- Time out – short term removal from lessons
- A temporary move to another class
- Missing breaks
- Lunch time detention
- Letter home
- Meeting with parents or guardians
- Confiscation of inappropriate/ dangerous items
- Fixed term exclusion (which may only be sanctioned by the Headteacher or Acting Headteacher)
- Permanent exclusion (following consultation and involvement of the Governing Body and the Local Authority)

CARE AND CONTROL/ Physical restraint

There are occasions when physical interventions are necessary. At such times, care and control procedures are strictly adhered to.

All members of the Inclusion Team, as well as designated staff throughout school are trained to intervene physically if needed and attend refresher courses when necessary. It is expected that only these staff members will be involved in care and control episodes, however all staff members have a duty of care to protect pupils and staff members.

We aim for all staff to complete the Care and Control Legal Briefing online training. Where a care and control incident has occurred, a full reporting system is to be adhered to.

Physical interventions are to be kept to a minimum and must always be used as a last resort where it is deemed necessary, proportionate and justified to ensure the safety of an individual (child or staff member); it must not be used simply to facilitate moving a child.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Police Involvement

School has an excellent relationship with our local Community Police Officers. Regular visits have been made into school and in extremis, their services have been requested for particularly difficult circumstances. This support has had a very positive impact on school and has served to improve the relationship between the police service and our pupils.

There may be incidents where involvement of the police is felt necessary. In all cases, contact with the police must be channeled through the Headteacher (or Acting Headteacher). The school makes every effort to avoid criminalising these young people.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour is shared with relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

Training

As part of their induction process, staff are required to read this Behaviour Policy.

All staff will be made aware when policy has been revised in order that they may continue to support the behaviour of all our pupils effectively.

Staff are provided with training on managing behaviour, including proper use of restraint. This may be delivered by internal staff or by external specialists.

Behaviour management will also form part of continuing professional development.

Policy Updates

This policy will be reviewed annually and ratified by the governing body