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## Ranvilles Junior School Behaviour for Learning Policy

### 1. ACCESSIBILITY

This policy is available in large print or Braille. Please contact the school office who will be happy to arrange this for you.

### 2. PURPOSE OF POLICY

The purpose of this policy is to summarise how behaviour is dealt with throughout the school. The main philosophy is embodied in the whole school Rights Respect and Responsibilities Charter:

- Respect and treat others as you would like them to treat you
- Take good care of our school
- Always try your best – Reach for the STARS

### 3. APPROVAL

Approval date: 9<sup>th</sup> March 2017

Approver signature: Jay Deeble

Approver position: Curriculum Chair

Date for next review: March 2019



#### 4. INTRODCUTION

Ranvilles Junior School promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self esteem, respect for others and self discipline. **The golden rule for all members of the school community is:**

**‘Treat others as you would like to be treated yourself’.**

Pupils are **expected** to be polite and to show respect for other people and property. Pupils should actively participate to the best of their ability to develop a *passion for learning through:*

1. Questioning, challenging and valuing similarities and diversity
2. Working collaboratively to develop independently
3. Reflecting to improve – valuing academic, emotional and social achievements

Great emphasis is placed on positive reinforcement of behaviour through praise. We believe in ‘catching pupils getting it right!’ Pupils’ confidence and self-esteem are developed through encouragement, incentives and rewards, verbal, written and practical.

#### 5. REFERENCES

None.

#### 6. AIMS OF POLICY

The policy aims to:

- Develop a moral framework within which initiative, responsibility and sound relationships can flourish
- Enable pupils to develop a sense of self worth and a respect and tolerance for others
- Promote an environment in which children feel safe, secure and respected
- Enable all our stakeholders to share common expectations of each other

#### 7. CONTENT

##### 7.1 Objectives

**For pupils to show:**

- Self confidence
- Self control
- Respect and tolerance for others
- Pride in their achievements



- A passion for learning
- Empathy with others' feelings

**For pupils to develop:**

- Responsibility for life long learning and the world they live in
- An independence of mind and self esteem
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' ways of life and different opinions
- The ability to accept fair criticism
- Non-racist and non-sexist attitudes
- Perseverance

## **7.2 Implementation**

**Staff will:**

- Always do everything possible to make it easy for pupils to make 'the right choice'
- Treat all pupils equally
- Play an active part in building a reflective and outward looking school community
- Have a responsibility to model the type of behaviour felt to be acceptable
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies
- Record and manage any incident of racial harassment and alert the Headteacher and other staff
- Deal sensitively with pupils in distress, listening to them and dealing with any incident appropriately
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

**Pupils:**

- Should treat others as they would like be treated  
i.e. fairly and with tolerance and respect for other's views and rights
- Should accept responsibility for their own choices and actions
- Will have their achievements recognised
- Will have assemblies as an opportunity to acknowledge achievements and to foster a sense of community
- Will display their work and achievements in classrooms and around the school

## **7.3 Rewarding good Behaviour for Learning**

**Pupils will receive:**

- Praise from staff
- Behaviour points
- Learning dojos
- 'Planets' for team effort
- Nominations for positive attitudes in maths and English learning
- Positive phone calls home



- Opportunities to showcase good work to the Headteacher and Assistant Headteachers
- Certificates of achievement in Celebration Assemblies
- Good Lunchtime Behaviour treats
- Ranvilles STAR school

#### **7.4 Unacceptable Behaviour**

**This includes:**

- Non-compliance to a reasonable instruction
- Foul language and swearing
- Making unkind remarks
- Damaging property
- Biting, spitting, hitting and kicking
- Answering back, rudeness or aggression to adults
- Stealing
- Racist comments
- Bullying
- Disturbing the learning of others

#### **7.5 Consequences**

##### **7.5.1 In the classroom**

- Encourage reflection of personal Every Child Matters (STAR) targets
- Provide opportunity for child to 'have space' (10 minutes maximum)
- Remind the children of school charter and expectations
- Give clear and concise instructions
- Use Behaviour 'Call Out' card to request Assistant /Deputy / Headteacher to cover Class to enable teacher to take individual time out with the child (15 mins)
- Teacher to inform parents as appropriate
- Teacher to arrange for work to be completed at home
- Loss of privileges
- Loss of 'free'/social time

##### **7.5.2 In the playground (social time) or out on an activity**

- Encourage reflection of personal Every Child Matters (STAR) targets
- Remind the children of school charter and expectations
- Give clear and concise instructions
- Provide opportunity for child to 'have space' (10 minutes maximum) - hall use Behaviour 'Call Out' card to request support from Leadership Team
- Inform teacher / teacher to inform parents if necessary
- Loss of a period of future social time



### **7.5.3 If the above consequences do not lead to a modification of behaviour, the following may be considered:**

- Exclusion from a favoured activity – this should be immediate and should only be used occasionally. It has to be considered whether it is educationally sound to deprive children of particular lessons. Children cannot learn to behave in lessons if they are removed from them.
- Exclusion from the right to represent the school - again, ideally this sanction should be used only rarely.
- A verbal reprimand from senior member of staff
- A requirement for a written apology
- A letter/telephone call to a parent from the Headteacher / Deputy /Assistant Head
- An after school detention (if supported by parents)
- An internal exclusion
- A meeting with parents
- Other consequences following discussion between parents, class teacher and Headteacher
- Exclusion from school (LA guidelines to be followed).

#### ***Positive handling (restraint)***

*On occasion it may be necessary to use positive handling (restraint) with pupils for their own safety, the safety of others and the prevention of damage to property. This will be used as a last resort but in any case this will be done by trained staff. There is a separate policy for positive handling.*

### **7.6 Racist remarks/abuse**

This behaviour will not be tolerated; all incidences will be recorded and reported to the LA (in accordance with guidelines). Racist behaviours are offences under the criminal law and pupils who persistently fail to respond will be supported to improve behaviour and excluded if necessary.

### **7.7 Role of Parents**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on full support in dealing with their child's behaviour. This is clearly outlined in the Home/School agreement which every parent and pupil signs as part of the induction process.

In general, we would expect that parents/carers attend a meeting of re-inclusion in order to discuss the issues arising from exclusion and to set strategies/expectations for the way forward.

#### **7.7.1 We expect Parents to:**

- Keep us informed of behaviour difficulties children may be experiencing at home



- Inform us of any issue which may affect their child's performance or behaviour at school e.g. problems with medication, a death in the family, changes of family circumstances
- Inform us about their child's ill health and any absences connected with it

#### **7.7.2 To support parents the school will endeavour to achieve good home/school liaison by:**

- Including and informing parents of a child's individual behaviour targets
- Promoting a welcoming environment within the school
- Giving parents regular constructive and positive comments on their child's work and behaviour
- Communicating regular information about school events, achievements and issues of concern
- Encouraging parents to come into school on occasions other than parents' evenings
- Keeping parents informed of school activities by letter, newsletter etc
- Involving parents at an early stage in any disciplinary issues

#### **7.8 Care of school premises and site**

Everyone in the school is responsible for the care of the school premises. Pupils and staff are encouraged to feel a sense of ownership for the school and its environment.

Staff will display pupils' work to a high standard.

The building will be kept clean and tidy and the grounds will be kept free of litter.

#### **7.9 Other Agencies**

The school will liaise fully with such agencies as the Police, Youth Offending Team, Education Welfare, Social Services, Health Services and the Educational Psychology Service when appropriate.

#### **7.10 Links to other policies**

This policy has close links with other key policies within the school. Without reference to these other documents it would be difficult for us to provide coherent procedures and practice in order to support our school community.

Associated policies:

Special Educational Needs  
Exclusions  
Positive Handling (restraint)  
Child Protection  
Equal Opportunities/Race Equality