



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: 22nd May 2019

Date for next review: May 2021

4. INTRODUCTION

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. Engagement with Ranvilles STARS philosophy – supporting each other to be safe physically, socially, emotionally and spiritually; practising hard to develop talents; achieving to the very best of their ability; implementing the RRR agenda and developing sophisticated interpersonal skills
2. Active engagement in EPIC learning values: evaluation, perseverance, independence, co-operation, collaboration and creative thinking
3. Questioning, challenging and valuing similarities and diversity through the curriculum intent and British Values

Great emphasis is placed on positive reinforcement of learning 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:

Principle Curriculum Learning Intentions:

Breaking the boundaries of a homogenous locality, pupils are encouraged to explore the world and learn about themselves and their place in it. Children will ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; justify ideas with reasons; and select the appropriate register for effective communication. Learning journeys facilitate opportunities to identify values children wish to uphold now and in the future, learning today for the challenges of tomorrow in order to:

1. Be happy; feel safe spiritually, mentally, emotionally and physically (*Safe Star*) 
2. Recognise, practise, prove and perfect talents and interests (*Talents & Interest Star*) 
3. Maximise academic potential and outcomes (*Achieve and Learn Star*) 
4. Show respect and understand holistic rights and responsibilities (*RRR Star*) 
5. Communicate with consideration, courage and confidence (*Social skills Star*) 

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 to be treated i.e. fairly and with tolerance and respect for others' 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
- House points for learning
- Positive phone calls home
- Opportunities to showcase good work to the Headteacher and Deputy Headteacher
- Certificates of achievement in Celebration Assemblies
- 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

On all occasions children will be encouraged to make the right choice and have the opportunity to do so:

- 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 /Deputy / Headteacher to cover Class to enable teacher to take individual time out with the child (15 mins)

7.5.1 In the classroom

Children will not be prevented from learning through any negative behaviour.

- The Behaviour code will be implemented rigorously and SLT called upon as appropriate
- Loss of points / privileges
- Loss of 'free'/social time
- Teacher to inform parents as appropriate
- Teacher to arrange for work to be completed at home

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



Children will not be prevented from playing through any negative behaviour.

- The lunch time team will implement the Behaviour Code rigorously and SLT will be called upon as appropriate
- 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 Local Authority (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 through education 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. The school has a Home/School Liaison Officer who is available to meet with parents daily or through appointment.

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 in the Home/School Planner and on entry to Year 3.

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:

- 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
- Including and informing parents of a child's individual behaviour targets

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 promote thinking and celebrate achievements.

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