



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 the high behaviour expectations of the school and management of them in school (Appendix 1). The philosophy is embodied in the Rights Respect and Responsibilities Charter. It is further endorsed through the school values, fundamentally endorsing and appreciating that every individual has the right to learn.

3. APPROVAL

Approval date: June 2023

Date for next review: June 2025

Signed: Chair of Governors: Amanda Stevens



4. INTRODUCTION

Ranvilles Junior School promotes a high standard of behaviour and an environment 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 motto for all members of the school community is:**

'Be you...Explore...Excel...' *to 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 responsibility and passion for life-long learning through:

1. Engagement with and endorsement of Ranvilles school STARS values, supporting each other to be: **Secure** and happy individuals, **Talented** contributors, **Ambitious** learners, **Responsible** teammates and **Successful** communicators
2. Active engagement in EPIC learning values: **E**xploration, **E**valuation, **P**erseverance, **I**ndependence, **C**o-operation &, collaboration **C**reativity and **C**hallenge.
3. Questioning, challenging and valuing similarities and diversity through the curriculum intent, '**Exploring the World, Exploring Me**' and British / Universal Values

Great emphasis is placed on positive reinforcement of exemplar 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'

- The Human Rights Act
- Criminal Law Act 1967
- Education and Inspections Act 2006 (Section 93)
- The Employment Rights Act 1966 (Section 44)
- Guidance for schools in England 2011 /12

6. AIMS OF POLICY

The policy aims to:

- Develop a moral framework within which positive behaviour expectations, responsibilities and effective relationships can flourish to benefit all learners
- Enable pupils to develop a sense of self worth and a respect and tolerance for others through clear expectations, support and accountability
- Promote an environment in which all learners feel safe, secure and respected
- Enable all our stakeholders to share and implement common expectations of each other



7. CONTENT

7.1 Objectives

Pupils to demonstrate appropriate behaviours and characteristics to implement the school values to learn and flourish:

- Ask for help – access support offered
- Invest in systems, structures and routines to be self-confident
- Explore and be an ambitious learner
- Make positive contributions that benefit oneself and others
- Respect, tolerate and value others
- Take personal pride in achievements and the learning environment
- Empathise with others' feelings
- Demonstrate self-control
- Communicate successfully
- Value the right for everyone to learn

For pupils to develop:



- Responsibility for life long-learning and the world they live in
- An independence of mind and self-esteem
- A real sense of fairness and equality
- An understanding of the need for rules and regulations in the wider world
- 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:

Learners are encouraged to explore the world they live in and to learn about themselves and their place in it. Pupils are encouraged to commit to making a positive impact to help create a world that values, embraces and celebrates diversity –this world begins with our school learning environment and is explore through our curriculum, '**Exploring the World, Exploring Me.**'

Appreciating the local area we live in, learners will explore beyond our homogenous border in order to ask bigger questions. They will check their understanding; develop vocabulary and build knowledge. They will debate, negotiate, evaluate and build on the ideas of others. They will justify their ideas with reasons and select the appropriate register for effective communication. Learning journeys will 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 (*Secure and Happy individual*) 
2. Recognise, practise, prove and perfect talents and interests (*Talented Contributor*) 



3. Maximise ambitious learning outcomes (*Ambitious Learner*) 
4. Show respect and understand holistic rights and responsibilities (Responsible Teammate) 
5. Communicate with clarity, consideration, courage and confidence (*Successful communicator*) 

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
- Model the type of behaviour felt to be acceptable
- Be alert to signs of bullying and racial harassment / discrimination and deal swiftly and firmly with such incidents, in line with school policies
- Record and manage any incident of racial harassment and alert the Headteacher and other staff (as appropriate)
- 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 others' views and rights
- Should accept responsibility for their own choices and actions
- Should accept negative actions have sanctions
- 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
- Will share achievements with each other and their parents to promote ambitious learning

7.3 Rewarding good Behaviour for Learning

Pupils will receive:

- Praise from staff
- House points for learning and sport
- 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, derogatory remarks



- Damaging property
- Biting, spitting, hitting and kicking
- Answering back, rudeness or aggression to adults
- Stealing
- Racist comments
- Bullying
- Disturbing and preventing others from learning

7.5 Consequences

On all occasions, children will be encouraged to make the right choice and have the opportunity to do so. Pupils who have made the wrong choice will be held accountable and have the opportunity to:

- Reflect and take responsibility for their actions (children will 'have space' to reflect and share their triggers)
- Consider the cause of their actions and evaluate the impact
- Talk with an adult to seek help and advice
- Apologise (as appropriate) / talk with their peers
- Evaluate the school rules and expectations
- Have specific time to talk with the class teacher as appropriate (if during lesson time)
- Meet with a member of the senior leadership team to be held accountable (as appropriate)
- Complete designated sanctions as appropriate
- Discuss behaviour with parents to improve

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 senior leaders will be called upon as appropriate to ensure children have the right to learn
- If necessary a child will complete work separately from peers
- Loss of Behaviour points equate to specific sanctions and loss of privileges, alongside appropriate support to establish success
- Teachers will inform parents
- Teachers will arrange for work to be completed at home / time paid back

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 senior leaders will be called upon as appropriate
- The Senior Mid-day Supervisor will oversee behaviour in partnership with senior leaders and encourage positive play through the structured play zones
- Teachers / Senior Mid-day Supervisor to inform parents as appropriate
- Loss of Behaviour points equate to specific sanctions and loss of privileges, alongside appropriate support to establish success
- The SENDCO-Inclusion Leader will oversee bespoke provision to support and encourage success in designated play zones



7.6 Positive Handling

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.

7.7 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 their behaviour through education and excluded if necessary.

7.8 Role of Parents

Parents have a vital role in promoting good behaviour in school and effective home/school liaison is very important. The school has a Home/School Liaison Officer who is available to meet with parents through appointment.

It is important that teachers can depend on full support in dealing with behaviour. This is clearly outlined in the Home/School agreement which every parent signs on entry to Year 3.

We expect parents/carers to attend a meeting of re-inclusion in order to discuss any issues arising from exclusion and to set strategies/expectations for the way forward.

7.8.1 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, change in the home environment, a death in the family, changes of circumstances
- Inform us about their child's ill health and any absences connected with it

7.8.2 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 and achievements
- Communicating directly regards any 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



7.9 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.

7.10 Other Agencies

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

7.11 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
- Safeguarding
- Equal Opportunities/Race Equality



Appendix 1

School Values: STARS – what the school endorses Secure, Happy Individuals Talented Contributors Ambitious Learners Responsible Teammates Successful Communicators	
School Motto  Be you Explore Excel	School Rules 1) Behave considerately 2) Communicate respectfully 3) Work hard
Behaviour Expectations 1) We have high behaviour standards and expect all pupils to behave well so that learning is never interrupted. 2) We expect parents to support and value our behavioural code to secure high standards for all. 3) We encourage responsibility and hold pupils to account for behaviour choices. 4) We do not accept, stand for or tolerate verbal, racist, physical or bullying behaviour. 5) We foster kindness, diversity, understanding and acceptance to promote positive behaviour. 6) We believe that pupils should receive the support and accountability they need to excel.	

Rewarding Positive Behaviour	
House Points	Awarded to individuals for positive behaviour and attitudes in both learning and sport. Each point contributes to a 'House' building a sense of individual contribution making a difference. The cup is awarded to the winning 'House' weekly in assembly.
EPIC Stickers	Learning skill stickers (placed in books) awarded to individuals for impressive work in relation to learning skills: <i>Exploration, evaluation, perseverance, independence, challenge, creativity and co-operation and collaboration.</i>
EPIC Awards	Awarded to individuals by teachers for fantastic effort and work – given to children weekly in assembly.
Headteacher Awards	For exceptional effort or achievement.
Message Home	ClassDojo message or call home to advise parents of exceptional behaviour / achievements.
STAR School	A celebration to reward the commitment pupils have to their learning. If more than 15 points is lost in a half term pupils will not gain entry to Star School but spend time with a senior leader reflecting on the impact of positive learning behaviour.



Ranvilles Junior School Rules: Examples of Behaviour Expectations	
1. Behave Considerately	2. Communicate Respectfully
<ul style="list-style-type: none"> • Listen carefully to new learning with an open mind • Ensure behaviour enhances learning rather than prevent it • Ask questions with consideration of context and others • Value the safety of yourself and others • Make positive choices to be safe mentally, physically, socially and emotionally • Value and respect the differences in others • Employ a range of interpersonal skills to contribute and engage positively • Value and look after equipment • Access learning resources considerately • Be a role model through the positive choices you make 	<ul style="list-style-type: none"> • Listen carefully to adults and peers • Take interest in alternate viewpoints • Respect adults and peers perspective and appreciate you might disagree • Communicate respectfully by using appropriate language and tone • Listen and take turns • Ask for help and advice when needed • Interact with peers and teachers respectfully to challenge and communicate thoughts to build on viewpoints • Reflect and value others' viewpoints and act accordingly • Understand and appreciate the challenges of RRR and express viewpoints appropriately
3. Work Hard	<ul style="list-style-type: none"> • Focus and concentrate hard to achieve your very best • Sustain concentration in set tasks • Practise to improve • Ask questions to secure understanding • Evaluate outcomes to strive to improve • Show inquisition for new learning • Persevere to be the best you can be • Demonstrate effective collaboration and independence • Challenge yourself to push new learning boundaries • Explore creatively • Take calculated risks • Take pride in presentation and achievements • Celebrate achievements personally and with family
Unacceptable Behaviour Consequences – Losing Behaviour Points <i>No child will prevent another child from learning. All children will be supported to make the right choices.</i>	
1 point loss	1. You will be encouraged, supported and expected to make the right choice. 2. You will be 'held to account' for unacceptable behaviour by the responsible adult. 3. You will receive time out (if appropriate / required) to think and speak with an adult. Staff will offer support to understand and help pupils make the right choices to maintain high standards.
2 point loss	As above for Points 1,2,3 <ul style="list-style-type: none"> • You will reflect in partner class – sanction. Staff will offer support to understand and help pupils make the right choices to maintain high standards.



3 point loss	<ul style="list-style-type: none"> • You will be 'held to account' for your behaviour by a senior leader - SENDCO / Inclusion Leader, Deputy Headteacher or Headteacher to discuss your behaviour. • You will work alongside a senior leader until you are ready to be successful in class again. • Senior leaders will implement appropriate sanctions in relation to behaviour. This might include time paid back after school for any lost learning. • Parents will be informed in order to support you and the school to be successful. <p>Staff will offer support to understand and help pupils make the right choices to maintain high standards.</p> <p>Examples of pupil actions that will incur an immediate 3-point loss: swearing / foul / inappropriate language of any kind, inconsideration that causes emotional harm</p>
4 point loss	<ol style="list-style-type: none"> 1. You will have an internal exclusion for half a day, losing privileges of working and playing with your peers - a senior leader will supervise the internal exclusion. 2. You will have an Individual Behaviour Plan if appropriate. 3. The sanction might result in an external exclusion and external support. 4. Parents will be contacted to work in close partnership with the school to support expectations. <p>Staff will offer support to understand and help pupils make the right choices to maintain high standards.</p> <p>Examples of actions that will incur an immediate 4-point loss:</p> <ul style="list-style-type: none"> • Misuse of hands and feet used intentionally and aggressively towards a peer or adult (this is an automatic 4 point loss)