

Behaviour Policy



INTRODUCTION:

This Policy sets out the behaviour procedure at Ranelagh Primary School. The School's Governing Body is responsible to ensure the policy continues to provide clear guidance and advice to the Executive Head Teacher and Head of School in regards to:

- a) Screening, Searching and Confiscation see Screening and Searching
- b) The power to use reasonable force and other physical contact see Use of Reasonable Force
- c) The power to discipline beyond the school gates
- d) Pastoral care for staff accused of misconduct
- e) When a multi-agency assessment should be considered for the display of continuous disruptive behaviour

Aims:

As part of The Tapscott Learning Trust, there is an ethos to enable pupils to become tolerant and well prepared citizens for life in modern Britain. It is an ethos that produces citizens that adds value to the communities in which they live.

At Ranelagh Primary School, we believe that the positive reinforcement of good behaviour is the most effective means of achieving this.

In order to ensure that school rules are followed at all times, children are taught about the rules, why they are needed and what happens if they do not follow them.

To ensure that there is a common goal for the school; Ranelagh follows a Code of Conduct- The 5Rs. These being: Remarkable, Resilient, Respectful, Responsible and making the Right choices. All children are taught these values - what they mean and how they can apply these to their everyday lives. They are also displayed in communal areas and in classrooms with children's own examples of what they mean. There are also displays around the school, such as the *Zones of Regulation* to support children with their emotional regulation to ensure they are ready and alert for learning.

Every member of staff is responsible for following the Behaviour Policy. The Inclusion Lead is responsible for coordinating the Behaviour Policy and for ensuring that it is implemented consistently. The Inclusion Team will support all staff and pupils regarding this policy and use outside agencies where applicable. We have a team to lead small groups supporting pupils to develop their self- esteem, confidence, alongside their social and co-operative skills.

It is recommended that this policy is read alongside the School's Anti- Bullying and Inclusion policy.

Promoting this policy

This policy is on our website and publicised in our newsletter. The key points of the policy are discussed at Curriculum Evenings held in September and referred to in the school prospectus. New staff are given the policy as part of their induction. Short term or daily supply staff are told about the policy by the Inclusion Lead on arrival at the school.

The whole school works on a reward and proactive system. Children will receive rewards for positive behaviour.

Good behaviour and quality of work will be recognised by using the following:

Reward 1: Praise and sticker

Reward 2: Praise and sticker

Reward 3: Praise and sticker given by the class teacher

Reward 4: Praise and gold sticker given by Year Group Leaders

Reward 5: Praise and sent to Head Teacher for a medal and certificate, bronze, silver and then gold.

Good behaviour will be encouraged and recognised by using the following positive incentives.

- PRAISE - verbal praise and written praise
- CERTIFICATES - Good work and behaviour certificates. Children receive certificates every Friday during Whole School Assembly.
- CLASS ASSEMBLY – Class assemblies will continue as a sharing time when children can celebrate their achievements and weekly small prizes are given.
- CHILD OF THE TERM – One child is chosen from each class that has consistently followed the 5Rs and given a reward by the Head of School.

Behaviour Management Procedures

In the classroom, the following strategy is in place:

- Warning given
- Time out in own class
- Time out with the Year Group leader, a phone call/conversation may be made to parents/carers
- Time out with a member of the Wider Leadership Team- a phone call/ conversation may be made to parents/ carers
- Sent to Deputy Heads - individual letter sent home/phone call.

In the playground, children are given a reflection card and made to sit out for a short period of time, their actions are then discussed with the adults in the playground, or on the bench in the dining hall.

For children with a recognised Special Educational Need, reasonable endeavours may be made; this will be in agreement with the Inclusion Manager.

Sometimes and only as a last resort trained staff will use Team Teach strategies to ensure pupils do not harm themselves or others as a result of their behaviour. (See positive handling policy).

Whole School Support Procedure

Throughout the curriculum children learn social skills and moral understanding and this is further embedded in weekly Class Assemblies, Circle Time and PSHCE lessons.

For children who may require more support, the following occurs:

- The teacher has a discussion with the Inclusion Manager or SENCo and the class teacher writes an initial concern. It is important that the class teacher has the relevant evidence of consistent behaviour incidents/concerns.
- A member of the Inclusion Team will observe the child in the setting and discuss strategies that could be used in class.
- The school will provide small-group support session for the children with specific needs. For example, an Emotional Regulation group or Art Therapy sessions, discrete Zones of Regulation interventions. A home communication book may be given to help continue the dialogue between home and school.

Pupils at Risk of Exclusion

There may be times when pupils need additional measures to support their behaviour. These pupils will be mentioned at relevant meetings, where the issue and possible solutions are discussed. These may include:

- Engagement with parents/carers
- Allocation of trusted adults
- Implementation of Behaviour Support Plan
- Working in partnership with other agencies such as Behaviour Support Services, Educational Psychologist or Social Services
- Inform the Local Authority for a Managed Move for the pupil

If a pupil is persistently showing negative behaviour, the school will involve parents/carers and the pupil to discuss strategies to help improve behaviour. This will initially be in school support such as reward charts, time out cards, support from Art Therapist for weekly counselling sessions, advice from the Trust Specialist Teacher; the emphasis is on home and school working together to find things that work for the pupil.

If strategies still do not work, we seek advice from external agencies such as Educational Psychologist or Behaviour Support Services.

We may also refer families to *Child and Family Consultation Services(CFCS)* or *Child and Adolescent Mental Health Services(CAMHS)*

The role of parents and carers

This policy is shared with parents and made available to them on the website. Where appropriate, parents/carers are invited to take part in Positive Parenting Programmes (PPP) at School. This encourages them to provide positive messages about good behaviour and respect for others at home.

Managed Move to another school

There are circumstances that might lead to a *managed move* if this is considered to be in the best interest of the pupil or others in the school. This would only be undertaken with the consent of all parties involved, in the case of pupils at risk of repeated suspensions and as a viable alternative to permanent exclusion.

The school follows the guidelines set out by London Borough of Newham and DfE guidance.

Fixed Term Suspension

The Head of School makes the final decision about the length of the suspension. A fixed-term suspension occurs after consultation with staff and an investigation into the behaviour breach (which includes talking to staff, parents and the pupil). The length of the suspension depends on the severity of the incident and individual pupil circumstances. If appropriate, Social Care will be notified. When a pupil is suspended for a fixed period, the parent is informed and notified in writing detailing the incident, the reason for the suspension, any history or prior behaviour and actions the school has taken to support positive behaviour and take account of specific needs.

On return to school parents will be expected to attend a reintegration meeting with their child before he or she re-enters. This meeting will be with a member of the Leadership Management Team (LMT) and the Inclusion Manager. The aim of this meeting is to minimise the risk of further exclusions and /or escalating to a permanent exclusion.

Permanent Exclusion

Permanent exclusion can only be granted by Governors and usually follows a period of fixed term suspensions that represent the culmination of on-going patterns of behaviour unmodified by a range of appropriate support measures. This measure will only be implemented:

- a) In response to serious breaches of the school's behaviour policy; or
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.

The procedures for exclusion operate within the DfE *guidelines Suspension and permanent Exclusion Guidance 2023*

Screening, searching and confiscation

Authorised School staff may search pupils for a range of items. These include: knives, weapons, alcohol, illegal drugs, stolen goods, mobile phones and any other item deemed to be harmful or detrimental to the school for any reason.

The Head of School, and other authorised staff, may search pupils or their possessions, if they have reason to suspect the pupil may be in possession of one or more of the items below above.

If any banned items are discovered they will be confiscated by the school and parents/carers notified.

Discipline beyond the school gate

Through legislative duty and guidance, staff are made aware that they can discipline pupils off-site when they are: taking part in a school activity or travelling to/from school or doing something that may affect the school's reputation. If the misbehaviour is deemed to be criminal or poses a serious threat to a member of the public, the police will be informed. In some cases, a referral to Social Care or the Early Help Team may be made to support the family and pupil.

Use of Reasonable Force

School staff can use reasonable force to prevent damage or injury to the child or another child or staff. At Ranelagh Primary School a number of staff have completed training in 'Team Teach' to address the issue of using reasonable force as and when necessary.

(Refer to Positive Handling policy for further details)

This policy will next be reviewed and updated annually.