

# BEHAVIOUR

PARENT PARTNERSHIP

12.6.23

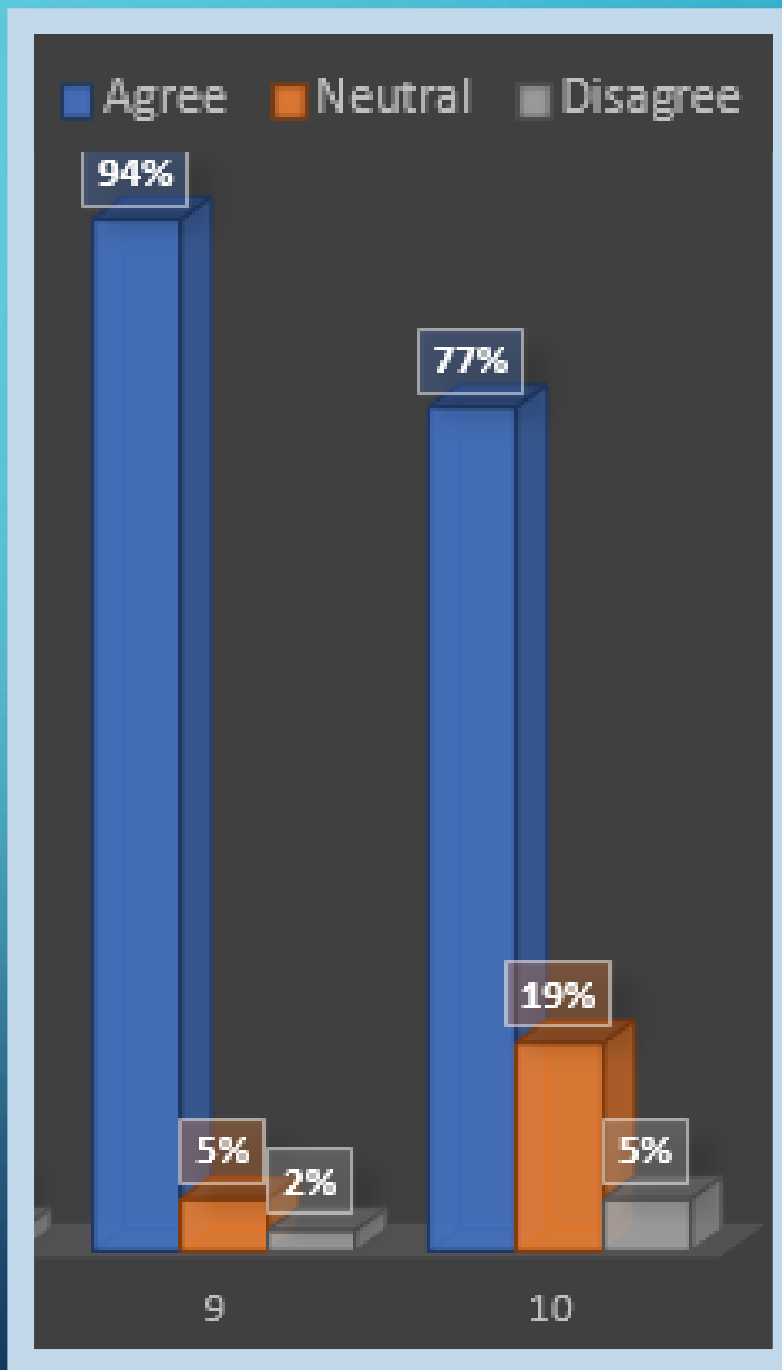


# TIME FOR CHANGE??

- our behaviour policy set out the key expectations of staff pupils and visitors in school.
- we have rewards and sanctions and aim to encourage and teach pupils to make good choices.
- mistakes are ok it is part of learning.
- in January 2023 we asked stakeholders what they thought – and this prompted us to rethink, change, edit and adapt what we currently do.

## Parent voice January 2023 based on 103 responses

9	I believe the school encourages pupils to behave well
10	I believe the behaviour policy is fit for purpose and any incidents are dealt with effectively in line with the policy.



# Pupil voice January 2023

	<b>yes</b>	<b>sometimes</b>	<b>no</b>
I know how school keeps me safe.	90%	7%	3%
I know how to behave well at school	91%	8%	1%
I like the school rewards and how good behaviour is celebrated.	81%	13%	6%
Children in my class behave well.	29%	65%	6%
My teacher / teaching assistants helps me to behave well and keep safe at school.	91%	8%	1%

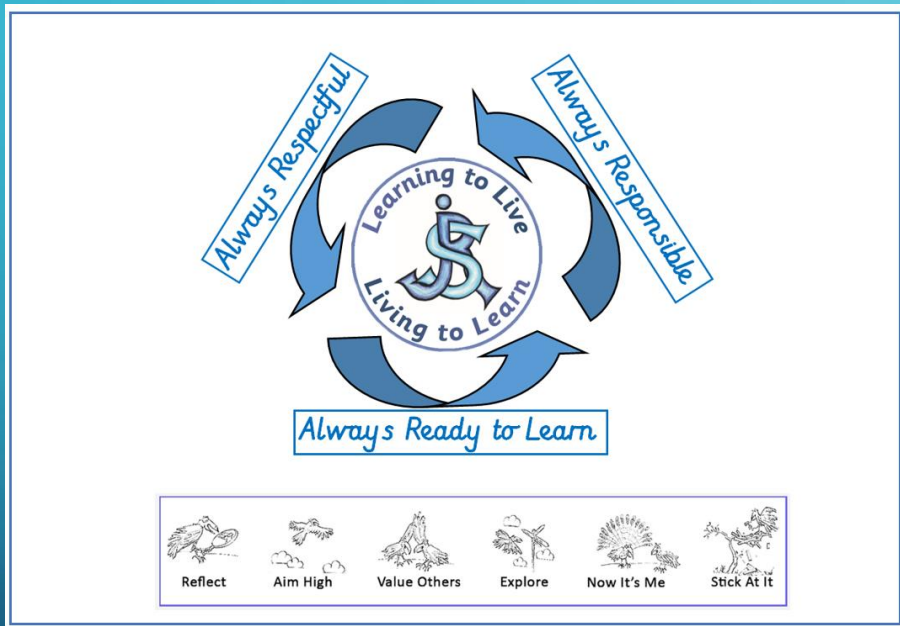
## So our stakeholder voice told us..

We needed to make some changes ...

- Across the Spring terms a working party of staff have been working on improvements to the behaviour policy. Drawing on research, considering a more relational approach as well as restorative and using more and more positive praise.
- This has been launched to pupils Summer 1 and 2 as and shared with Governors. Ready to be implemented fully in Autumn 2023.

# POLICY

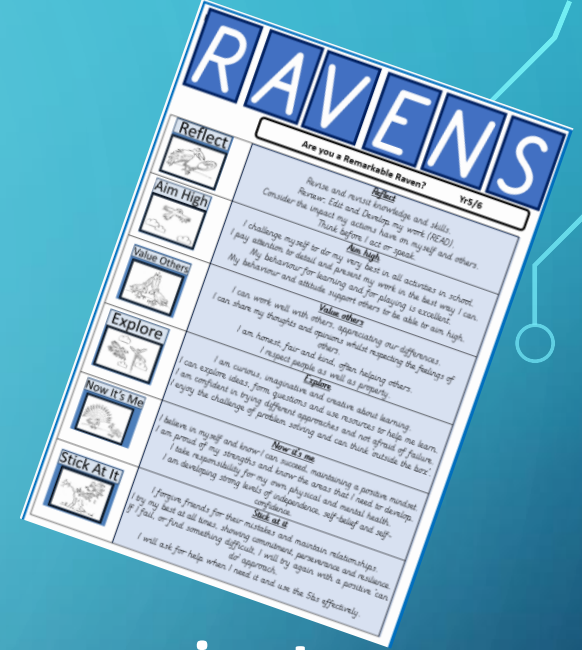
We recognise high standards of behaviour are best promoted when all stakeholders (staff, parents and children) share an understanding of what is acceptable behaviour. By promoting good behaviour, we can build individual and collective esteem whilst encouraging positive relationships. Relationships are central to our sense of belonging and to our emotional well-being.



Our school:

- Offers a welcoming atmosphere throughout;
- Values children equally, setting high expectations;
- Delivers a holistic, inclusive and diverse education;
- Positively promotes British Values.

# RAVENS VALUES



- Ravensdale Junior School Vision
- Through a broad, balanced, and inclusive curriculum we aim to develop happy, resilient, and independent pupils. We focus on enhancing our children's spiritual, moral, cultural, mental, and physical development to encourage lifelong learners.
- Push on these and why - Raise the profile

# NEW LADDER – RAVENS RAINBOW

## Ravensdale Behaviour ladder



Positive behaviour is encouraged using a Good to be green system.

Children can move up the ladder by **behaving in a way over and above what is expected.**

Poor behaviour choices are discouraged through a system of warnings and progressive sanctions.

This focuses on children's autonomy and their ability to redeem their poor choices through positive actions and behaviour.



If a child moves up to Purple for over and above exemplary behaviour a Gold Star house point, worth 5 house points to be awarded in Celebration Assembly. and rewarded in line with the reward expectations above.



2hp



1hp

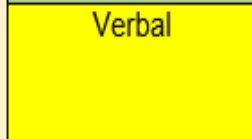


**The expectation is that all pupils remain on Green**

Children begin on Green each day with a new opportunity to make the right choices. Good behaviour is expected, and children will remain on Green if they follow school rules.

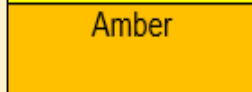


Visual reminder to improve behaviour. – pupils can move back up



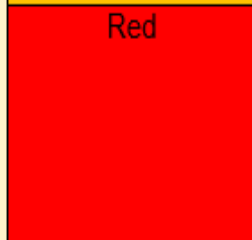
Verbal

2<sup>nd</sup> visual reminder to improve behaviours – pupils can move back up



Amber

Pupils who receive Amber cards will go to Lunchtime support –. Pupils can move back up the ladder,



Red

Pupils who receive Red will be in Lunchtime support – pupil can move back up the ladder.



## A RELATIONAL APPROACH TO BEHAVIOUR

- We believe clear and consistent expectations of pupil behaviour, modelled throughout school, support positive choices.
- Through recognising individual effort and success, we aim to develop relationships and build self-esteem and independence.
- We teach pupils to take responsibility for their own actions and to accept the consequences of their choices.
- We promote the values of forgiveness and reconciliation when dealing with any behaviour that falls short of expectations.
- A therapeutic approach and focus on wellbeing, considers the mental health and social development of the child, and understanding the reasons that result in such behaviour.
- We develop children's personal and social skills, resilience and the cognitive ability to understand how to solve a problem with growing independence.

- Through a non-judgmental and empathic approach, we ensure that the child recognises it is the poor behaviour choice which is unacceptable and not the child.
- We believe that responding to the SEMH needs of a child is everyone's responsibility (see SEND policy) and a flexible approach to individual needs, in collaboration with the school SENCO, and is part of the Pupil Passport.
- Our children develop a range of strategies which enable them to manage their emotions and self-regulate their behaviour. (Zones of regulation)
- We use positive reinforcement through consistent application of shared language to promote learning behaviours (see Behaviour for Learning Strategy, Appendices 1)
- Consistently praise children who are applying expected behaviours throughout the school day (Behaviour for learning expectations posters)
- Relevant rewards and sanctions are applied consistently.

**REWARDS** When recognising good choices, we use a common language and reference our explanation of our RAVENS Values. Pupils are expected to follow the 3 Always rules and will be praised and rewarded (See appendices Reward Chart) using the Behaviour Ladder and Behaviour for Learning Expectations.

**Verbal praise**

This is something that we do not undervalue. Our children want to do well and respond positively to any verbal praise in respect of a good standard of work / presentation, working hard (aiming high / sticking at it), a helpful and co-operative attitude (valuing others), displaying a model of good behaviour etc. Staff refer to the RAVENS values when praising pupils.

**Stickers** The stickers are collected in the pupil's home school diary.

(25 – bronze, 50 – silver, 75 – gold, 100 – platinum 125 - Diamond)

These are given to pupils for

- Full marks in tests
- Exceptional work / effort - During the week staff can send pupils to see the Head Teacher or Deputy Head teacher with work that has clearly shows the pupils excellent effort.
- Homework
- Reading 4/ 5 times a week
- HT / DHT/ AST stickers (e.g star of the week sticker)
- Lunchtime behaviour stickers referencing the RAVENS VALUES (given by the mid-days)

**House points**

House points promote individual success and are part of a group reward. The winning team receives a trophy at the end of each term. Followed by an extra 10-minute play.

These are given for

- 1-4 house points for good / excellent work
- 1-4 house points for good / excellent effort
- 1-4 house points for general good green behaviour through school
- If a child is on purple on the behaviour chart at the end of the day, they receive a gold star from HT/DHT or AST, which is put in the house point tube in celebration assembly by that child and is worth 5 house points.

House points will be counted by the team captains at the end of each term and the winning team rewarded in a celebration assembly.

**Certificates- Celebration Assembly**

Each week, a child from each class is named as 'Star of the Week'

- Star of the week – one child from each class – received a HT sticker
- Lunchtime stars (when a child has gone above and beyond during lunchtime, displaying the RAVENS values) receive a sticker in assembly.
- Sticker certificates (as above)
- Additional personal achievements (sports, music, community work)
- Any gold stars for purple on behaviour chart

**Marvellous me**

At Ravensdale we use Marvellous me to reward pupils and regularly communicate with parents. It is an online system that allows parents to see the activities and praise their pupils are receiving.

Badges are awarded for ....

- Using the Ravens values
- Excellent homework
- Milestone s such as losing a tooth

**Class rewards - Feathers**

Throughout the half term the class can be rewarded as a whole class and receive a feather for their Raven – aim for 3-5 feathers per week (30 feathers per Raven) – filling a bird each half term. This could be half an hour on the trim trail or using some equipment in a class game outside, parachute games or a board game time in class.

**Responsible Raven badges and stickers**

Pupils collect stamps from their class teachers for showing the RAVENS values within their behaviour. Once all 18 have been stamped pupils receive their 6 behaviour RAVENS badge. This will be awarded in celebration Assembly.

I'm a Responsible RAVEN

Every day I am using my RAVENS.

I can show my teacher I have 3 times – once I get all 18 stamps, I get my badge.

	R	A	V	E	N	S
1						
2						
3						




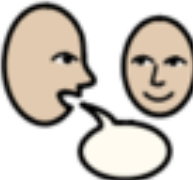





## BEHAVIOUR FOR LEARNING FORM PART OF OUR WIDER POLICY

- Learning behaviours can be thought of as behaviours that are necessary for learning in a group setting such as a school.
- If you think about a successful learner - you may be able to think about all the positive behaviours that they exhibit that contribute to them being successful.
- These behaviours will not just relate to accessing the curriculum. Some will be more social in nature, such as the willingness and ability to collaborate in a group or the willingness and ability to filter out distractions from others if required to work independently.
- Some behaviours will be more emotional in nature such as confidence when confronted with unfamiliar work or resilience when learning is difficult or does not go right first time.
- Equally you will probably be able to bring to mind some less successful learners whose current behaviour is problematic.
- Desirable learning behaviours should include both skills and dispositions.





# Behaviour for learning expectations in the classroom

<u>Always respectful</u>	<u>Always responsible</u>	<u>Always ready to learn</u>
 <p>Listen carefully to all adults and other pupils.</p>	 <p>Have all equipment ready and organised.</p>	 <p>Give my best effort.</p>
 <p>Communicate politely with adults and other pupils.</p>	<p>Look after my own and others property.</p> 	 <p>Present my work the best way I can.</p>
 <p>Work with others, being kind and helpful.</p>	<p>Follow instructions given to me.</p> 	<p>Be curious about new learning and ask questions.</p> 

## SO WHAT.....

- So far pupils are enjoying and responding well to the opportunities to correct minor behaviour errors and move back into the green sections.
- Pupils are enjoying the experience of being rewarded with the gold stars for exemplary behaviours.
- Staff have reported that the new RAVENS RAINBOW is having a positive effect.
- The new behaviour for learning posters displayed in classrooms provided consistency and clear expectations for all. Lunchtime and playtime posters have also been shared with the pupils.
- We track behaviour incidents and will be comparing the data as soon as we have it available.