



RAVENSDALE JUNIOR SCHOOL

Positive Relationships and Behaviour Policy

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1. INTRODUCTION AND VISION

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.

School Vision for Behaviour and Aims of this Policy

- There are strong positive relationships and mutual respect between staff, staff and pupils and between the children.
- Communication is clear and behaviour is respectful.
- All stakeholders understand and apply the behaviour and relationship policy consistently, which includes the school rules and values.
- Children with behaviour difficulties are supported to improve, using a multi-agency approach where needed.
- Children, staff and parents are taught about social and emotional special needs such as ASD and ADHD to improve tolerance and understanding.
- There are few high-level behaviour incidents and when these do occur, reflection and planning takes place in order to better support the child.
- The high level of engagement of the children through quality teaching and excellent lunchtime provision, result in a reducing number of behaviour incidents.
- Any issues highlighted through regular analysis of behaviour logs are effectively addressed.

The Promoting Positive relationships and Behaviour Policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Use of Reasonable Force policy
- Special Educational Needs (SEND)
- Equal Opportunities policy
- Attendance Policy
- Transform Absconding policy
- Safeguarding and Child protection policy
- Mobile phone policy
- Behaviour for learning policy
- Induction policy

2.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.

“Fairness does not mean everyone gets the same (equality). Fairness means everyone gets what they need (equity).” Rick Riordan



3. RESTORATIVE PRACTICE

Restorative practice will aim to strengthen relationships as part of this process and allow the time for the child to understand the impact of their actions. Sanctions are still used as part of restorative practice, but they must be proportionate and fair.

Three E's engage, explain, expect (Based on research by Harvard Business school)

- Engagement takes 3 forms – physical, mental and emotional.
- If you do things to people, you end up missing the engagement part.
- Restorative practice is a way of being, not a way of doing.
- Be careful of your preamble – ‘I don’t mean to be funny....this will be a difficult conversation’ ‘You aren’t going to like what sirs got to say to you’,

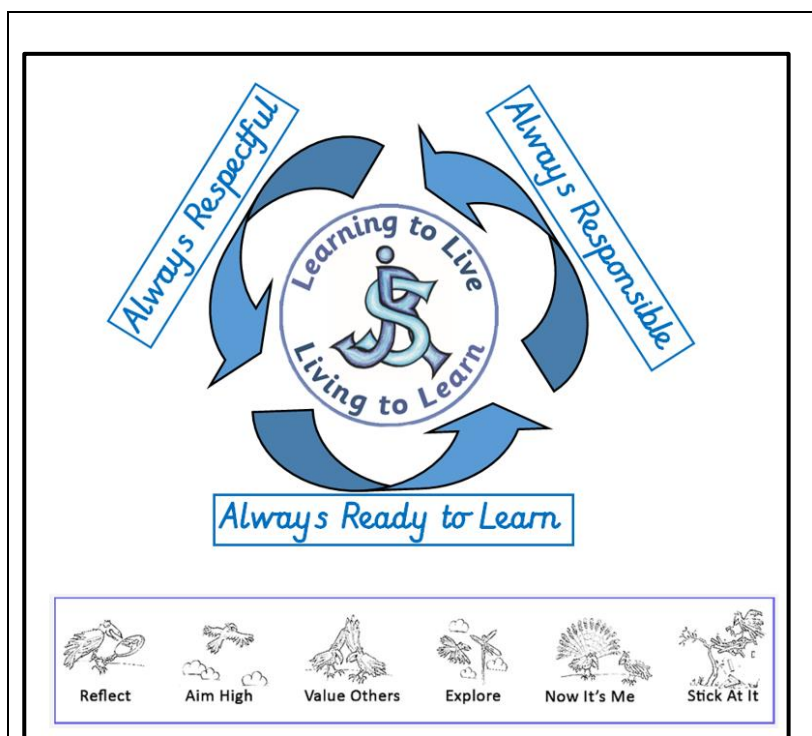
Timeline

What happened?	What has been affected by this?	What needs to happen now?
Story telling	Impact	Solution focus

- Change ‘why’ to ‘what’. ‘Why’ can build brick walls. What tends to build bridges. Cardiff Uni found that the Why question is high functioning.
- Seek to understand and not to blame. Try not to take sides.
- Don’t want children to tell you what happened, they need to tell each other.
- What happens now? – if you treat people fairly they are more likely to go ahead with the outcome. Not in the happiness business, but in the fair business.

4. RULES, REWARDS, SANCTIONS AND SUPPORT

We have just **three school rules**:



Underpinning our Behaviour Policy are our **RAVENS values**.

The RAVENS Values are displayed in every classroom and staff refer to these when discussing positive and negative behaviour choices.

Central within the behaviour strategy is choice: we refer to good choices, which lead to rewards, and choices that are poor, lead to negative consequences. This is all based around our Sanction and Support stages.

There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options and;
- it avoids labelling pupils - instead, we refer to the choices we all make and that we should always try to make good choices.

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 with house points and stickers for individual achievement and whole class rewards including collecting feathers for their class Raven. (Reward on a page Appendix 3).

SANCTIONS and SUPPORT

At Ravensdale we use a 7 stage process in our SANCTION AND SUPPORT system. There is a visual rainbow ladder in each classroom known as the RAVENS RAINBOW LADDER (see appendix 3 & 4) which teacher's will move to visually remind and record children's warning. This must be used by teaching staff and not children.

- **Green** - All pupils start the day on green and are expected to remain on green.

- **Blue and Purple** - Pupils can move up to blue and purple for exceptional behaviours (kindness, showing an excellent RAVENS attitude and effort)
- **Stages 1-4 – Behaviour ladder** - Pupils move down the ladder for poor choices in behaviour.
- **Stage 5 – Good Choices Chart** - Pupils are given a rewards as smiley faces for each lesson and break times. At the end of each day pupils are asked to see AST/DHT/HT for praise / discuss improved behaviour choices.
- **Stage 6 – Personal/ social plans** - where a pupils behaviour remains the same and does not improve an additional need may be a factor and a referral may be needed. A personalised plan for support may also be created as needed.
- **Stage 7 – Extreme Behaviours** The school follows 'The Department for Education Statutory Guidance for Exclusions from maintained schools, academies and PRUs in England.' (updated May 2023), as well as Transform policies, regarding exclusions. Please refer to these as needed.

5. THE USE OF REASONABLE FORCE

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging school property, and to maintain good order and discipline in the classroom. Staff have been trained in the correct positive handling and restraint procedures to use (Feb 2023). Only trained staff may restrain a child and only when all other strategies have been attempted. Any incidents are recorded on the standard forms and parents are informed. A review and planning meeting takes place with the aim of preventing any further need for positive handling. Further details in the Transform Positive handling Policy.

6. PARENTAL INVOLVEMENT

In this policy, 'parents/carers' refers to any adult who is in the position of parental responsibility. We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour. Staff welcome early contact if parents have a concern about their child's or another child's behaviour or fear that they are being upset by others. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By supporting the school policy in that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By maintaining effective communication with school staff regarding issues which may affect behaviour.

7. EXPECTATIONS ON SCHOOL VISITS AND OUT OF SCHOOL ACTIVITIES

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place.

8. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHER'S POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

9. CONFISCATION OF INAPPROPRIATE ITEMS

Should a child bring items deemed inappropriate to school, staff are legally entitled to confiscate these under the **general power to discipline** and the **power to search without consent**.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" includes:

- knives and weapons
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Some pupils (yr6 only) may be permitted to bring a mobile telephone to school, under agreement and in line with the schools mobile devices policy. If a pupil is found to have a mobile device without the schools knowledge they will be asked to hand it to a member of SLT to be kept safely in the office and returned to a parent at a convenient time.

10. PROCEDURES FOR DAMAGE TO SCHOOL PROPERTY OR THAT OF ANOTHER CHILD

Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then be given time to complete a site task which enables the site person to fix the problem. This could be after school, or in extreme cases, during the school holidays.

If the damage to property persists the pupil will be expected to contribute towards the cost of the damage. When damage to property occurs, staff are to inform the office manager. After evaluation of the damage a decision will be made if a contribution will be requested in discussion with parents/carers.

Decisions will be made on an individual basis.

11.CHILD ON CHILD ABUSE

In line with KCSIE (2022), the school recognises that children may abuse other children physically, sexually and emotionally. There is a zero-tolerance approach to child on child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The school will take child on child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school and / or online. In addition, we also recognise that children who abuse others and any other child affected by peer on peer / child on child abuse are also likely to have considerable welfare and safeguarding issues themselves. (See Safeguarding Policy and Anti- Bullying policy)

12.STAFF AND PUPIL INDUCTION AND TRAINING

The information outlines our approaches and responses to positive behaviours and learning at Ravensdale.

All staff are trained in Ravensdale behaviour expectations and procedures by

- an extensive induction programme as part of induction policy
- updated behaviour training as part of CPD programmes in school
- Reference and apply the policies and procedures.
- application of the systems in school e.g behaviour ladder, rewards and sanction
- Pupils are expected to follow the school rules and expectations. New pupils will be given the behaviour information through:
 - Staff will revisit the rules and expectations with pupils on a regular basis to ensure they understand and meet the high expectations set.
 - pupils new throughout the year will be able to access the pupil friendly policy created by the school council.
 - Follow the RAVENS VALUES
 - Follow the 3 ALWAYS principles of our behaviour policy.
 - Use the dual coded expectation poster to make positive behaviour choices in school and for lifelong learning.
 - home school diaries – RAVENS values

APENDICES

Appendix 1 : Behaviour Policy Guidance

Guidance regarding the behaviour scheme. (None of the lists below are exhaustive)
Teaching staff and pastoral team will apply sanctions e.g Amber and Red cards as is necessary in line with the below guidance.

Please do not put children onto Amber / Red for lack of effort with their work, unless they have deliberately defaced or destroyed work. Instead, they need to stay in at lunchtime to finish it with support if needed.

Verbal	Amber Behaviour	Red Behaviour
<i>No sanction – a reminder to make good behaviour choices is needed by the adult.</i>	<i>Pupils will be sent to Lunchtime Support for a sanction – complete the reflections sheet (adapted as needed) – spend at least 20 mins LS. ,</i>	<i>Pupils will be sent to lunchtime support to create a reflection and remain in all lunchtime until 1pm – they will be allowed to have a few minutes on the playground. An extended period of time out in another class in the afternoon may be required..</i>
<ul style="list-style-type: none"> -Talking quietly to someone else when they should be listening or working -Tapping/humming / noise from fiddling with item (background repetitive noise) -Refusing to share classroom resources -Throwing a small object across the table (not at people) -Calling out to teacher -Wasting time in toilets / at sinks -Leaving seat / wandering around classroom 	<ul style="list-style-type: none"> - Calling out to children - Inappropriate comments to adults and children - Interrupting teacher - Talking in assembly - Hiding objects from other children - Borrowing other children's items without permission - Speaking at an inappropriate time in a different language - Answering back to teacher - Spitting on the floor - Continually leaving seat / wandering around classroom - Sending notes in class time - Being inside at lunchtime without permission - Being in an area that is out of bounds at playtime - Bringing items that are not allowed into school, such as sweets - Playing games that are banned on the playground - Inappropriate use of lunchtime toys 	<ul style="list-style-type: none"> - Fighting - Hurting another child intentionally - Biting - Throwing objects across the room or at people - Shouting at/being to rude an adult - Threatening a child - Causing deliberate damage to school property or that of another child. - Racist or personally offensive language to another child - Leaving classroom without permission - Stealing from child / adult - Spitting at someone - Lying to an adult in school - Throwing food in the dining hall - Inappropriate language or gestures (swearing, racist language, sexual language) - Complete refusal to follow instructions

Persistent Verbal or Amber behaviours will need further investigation and restorative approaches applied if needed.

Red Behaviour

If a child is on red 3 times in a half term, they go onto report. They may also have a personalised social and emotional behaviour plan.

School staff will record behaviour incidents on scholar pack (schools recording systems), this information is shared at Trust level as needed. SLT and Pastoral teams analyse behaviour data to generate reports for governors and consider the effectiveness of the behaviour systems.

Behaviour team - HT, AST, LEAD DSL, FAMILY LIASON OFFICER.

Appendix 2 – Behaviour for learning

What are learning behaviours

- 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.

What is in this strategy

The below documents outline the expectations of all stake holders in relation to learning behaviours at Ravensdale.

Aims

- We aim for Rigour and Consistency and do this by demonstrating appropriate and effective learning behaviours to pupils. Insistence on these in the classroom, playground and dining hall are paramount.
- This strategy runs alongside the wider school behaviour policy and supports the RAVENS Values.

Implementation

- The behaviour for learning posters are to be displayed in the classroom and referred to by staff to ensure there is consistency in language and approach.
- Staff are to adhere to the expectations outlined below and avoid the use of certain language see behaviours for staff to avoid.

Use positive common language with pupils and discuss choices made, whilst reminding pupils of the right choices for learning. (see language used below)

Appendix 2a**Behaviour for Learning at Ravensdale**

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.

Aim - Behaviour for Learning focuses not just on children behaving well, it also encourages them to actively listen, speak and fully engage; demonstrating their good learning behaviour. (Behaviourforlearning.com) 'Learning behaviours' are about more than managing misbehaviour in the classroom, – they are about building long-term protective factors for deeper learning.' (EEF's Kirsten Mould – a serving secondary school teacher, Head of Personalised Learning/Transition and SENCo)

Why- When we use the word 'behaviour' we can quickly assume that it relates solely to strategies to manage misbehaviour in the classroom. Crucial as these are, there is another dimension: how teachers can also explicitly support pupils' 'learning behaviours. As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated and determined to succeed.

A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018). When we look around our classrooms, can we see these behaviours in action? Kirsten Mould EEF blog 2020

School expectations

- When a behaviour rule has been broken the behaviour system of sanction and support will be used (see behaviour policy)
- Every classroom will display the Always behaviour rules
- Every classroom will have dual coded behaviour for learning expectations.
- Every classroom will display the behaviour ladder
- Every classroom will display the Ravens values and definitions.
- Children will adhere to all policies eg. Uniform, Internet Code of Conduct

Behaviours for staff to avoid

- Do not plant suggestions of misbehaviour.
- Do not threaten consequences of a misbehaviour.
- Do not present commands as questions.
- Do not have more than one person giving the demand.
- Do not restart confrontation by immediately demanding emotionally difficult actions
- Do not rehash an incident in front of the individual.

Language used at Ravensdale

- Please make the right behaviour choices for learning.
- Explain why you haven't chosen the correct behaviour choice
- Lets discuss / talk about how you can make a better behaviour choice next time.
- Please follow the Always rules
- Use the language associated with the RAVENS values posters and refer to pupils general behaviour, behaviour for learning and attitudes towards others in our school community

At Ravensdale we expect adults to

- Encourage pupils to follow school's 'Always rules'
- Be clear and consistent on expectations in line with all policies
- Clarity with pupils
- Apply the rules consistently
- Follow the behaviour ladder to sanction and support as needed
- Use positive praise and rewards to encourage pupils' good behaviour choices.

At Ravensdale we expect pupils to....

Follow school Always rules ... (these are listed below in dual coded posters)

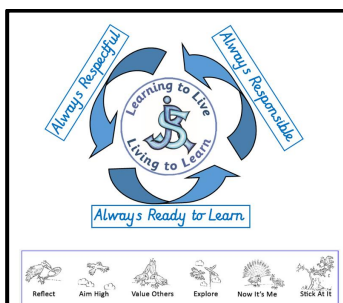
- Follow the RAVENS VALUES
- Follow the 3 ALWAYS principles of our behaviour policy.
- Use the dual coded expectation poster to make positive behaviour choices in school and for lifelong learning.

Appendix 3

Behaviour – support and sanction

RAVENS are:

**Always Respectful
Always Responsible,
Always Ready to Learn**



Ravensdale Behaviour ladder

	Positive behaviour is encouraged using a Good to be Green system.		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.
	Children can move up the ladder by behaving in a way over and above what is expected.		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.
	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.		Visual reminder to improve behaviour. – pupils can move back up
		Verbal	2 nd visual reminder to improve behaviours – pupils can move back up
		Amber	Pupils who receive Amber cards will go to Lunchtime support – they will write out the behaviour expectations and go out onto the playground after 20 minutes providing the letter has been written. Pupils can move back up the ladder,
		Red	Pupils who receive Red will be in Lunchtime support – write out the behaviour expectations / a reflection or create a sorry card and remain in LS till 1pm when they will be allowed to have a few minutes on the playground.

	<u>Stage 1 – pale green – Reminder</u> visual reminder to correct choice.	<u>Stage 2 – Verbal</u> Continuation of grey or straight to verbal	<u>Stage 3 – Amber</u> Moving onto Amber for continued behaviors from Verbal or straight to Amber. Pupils can move back up – but sanction still applies	<u>Stage 4 – Red</u> Can be built up to or an instant red Pupils can move up the ladder from RED, but will still need the Red sanction.
<u>Required action</u>	<u>N/A</u>	<u>N/A</u>	Recorded on Scholar Pack by adult who gave the sanction	Recorded on Scholar Pack by adult who gave the sanction. Parents need to be informed by the adult who issued the red card.
<u>Sanctions</u>	No sanction – a reminder to make good behaviour choices is needed.	No sanction – a reminder to make good behaviour choices is needed by the adult.	Pupils will be sent to Lunchtime Support for a sanction – write out the behaviour expectations – spend at least 20 minutes in LS. If a child is on 'Red' 3 times in a half term, they will be moved onto a 'Good Choice Chart' and parents will be contacted. A meeting may be requested to put any other needed actions into place.	Pupils will be sent to lunchtime support and remain in all lunchtime until 1pm – they will be allowed to have a few minutes on the playground. An extended period of time out in another class in the afternoon may be required as a sanction.
<u>Lunchtime Support</u>	Lunchtime Support <ul style="list-style-type: none"> This is monitored by SLT on a rota basis The SLT or pastoral team will be on behaviour duty and in radio contact over lunchtime in case support is required on the playground. AST/DHT/HT will be on the playground at lunchtime to monitor pupils' behaviours. Teaching staff will collect their classes from the playground at 1.05pm 			

Appendix 4

Sanctions and support STAGES 1-7

Stages 1-4 Classroom and in school Behaviour choices. When a child does not make the right behaviour choice	Playground and lunchtime behaviour choices When a child does not make the right behaviour choice ...
<ul style="list-style-type: none"> Class behaviour will be monitored and expectations will remain high, Class rules and RAVENS values will be referred to. The behaviour ladder system in classrooms will be used consistently by all teaching staff Yellow, Amber or Red behaviour will result in a sanction. (see table above) Red behaviour may result in a allocated period of time in another class, dependent on the behaviour and pupils individual requirements. Amber and Red Card incidents will be recorded on Scholar Pack by the class teacher. 	<ul style="list-style-type: none"> An amount of time will be lost and pupils will be asked to stand at the wall / fence – staff on duty should monitor this. Verbal warnings should still be used when the behaviour does not meet Amber sanction for pupils to reflect and make good choices moving forward (see Appendix). Mid -day supervisors can use the system and ask pupils to have time out on the wall for yellow and Amber behaviours If a child is given a Red Card during lunchtime, and need to be fully removed from the playground, they will spend time calming in Lunchtime Reflection with the assigned SLT member and then receive Time Out in the partner class in the afternoon. A designated member of SLT will be on call to deal with Red Card behaviours during lunchtimes if required. This will be on a rota basis. Lunchtime Red Card behaviour will be recorded by the SLT on behaviour duty.
<p>Stage 5: On ‘Report’ ‘Good choices chart’</p> <p><i>A good choice chart tracks pupils’ behaviours on a session by session basis and is brought to HT/DHT/AST at the end of each day for praise or reflection discussion.</i></p> <p>A pupil may be moved onto a ‘Good Choice Chart’ for the following reasons..</p> <ul style="list-style-type: none"> 3 red card behaviors in a half term A supportive reward chart for pupils who need to access additional positive praise for making good choices in behaviour. <p>If a child is on a Good Choice Chart for Red card behaviour parents will be informed. The length of time a child is on a good choice chart is 2 weeks, however this can be extended as a supportive measure.</p> <p>If behaviour does not improve the following steps will be taken-</p> <ul style="list-style-type: none"> Meet with the child and discuss what would support them. A meeting with parents will be arranged A personalised social and emotional plan will be developed. The Inclusion team in school to discuss the best next steps eg referral to outside agency, intervention programme, support on the playground. Behaviour support plan which includes clear rewards and sanctions is agreed with the team and class teacher. This is uploaded to Provision May and reviewed weekly with the child and class teacher. We may also consider a referral for a professional assessment. 	<p>Stage 6: Personalised social and emotional support plan (pupil passports)</p> <ul style="list-style-type: none"> For children who are finding it difficult to control their behavior due to a Special Educational Need, such as social and emotional needs, ASD or ADHD, then a personalised support plan will be drawn up in conjunction with parents and may mean an adapted response to the behaviours which would normally result in an amber to red level response. The child will also be put onto our Special Educational Needs List. If after an agreed time frame (3-6 weeks), there is no improvement in behaviour, a referral may be made to specialist outside agencies and any relevant advice used to support improvements in behaviour. Social and emotional support plans should be reviewed every half term, at a minimum, in a meeting with parents. This may be part of an IEP review meeting. <p><u>Adaptations will be made for children who need them these may be extra rewards as incentives, and or additional supportive measures. These should be different from the rewards used in class.</u> <u>E.g – a cube system before stages 1-4 of the ladder, or as part of the ladder system – a visual for pupils, careful seating arrangements for pupils, additional reward time or charts.</u></p> <p>Cube system 5 cubes (2 green, 1 yellow, 2 orange) This will be equivalent to the ladder for Yellow and Amber (with pupils receiving additional steps. Once all 5 cube have been removed the child’s next step is red. Pupils can gain cube back for improved behaviours.</p>
<p>Stage 7: Extreme Behaviours</p> <p>The school follows ‘The Department for Education Statutory Guidance for School suspensions and permanent exclusions Updated (May 2023) https://www.gov.uk/government/publications/school-exclusion as well as Transform policies, regarding suspensions.</p> <p>Where a pupils’ behaviour requires removal from a situation to ensure theirs and others safety the school will follow the positive handling policy. Please refer to these as needed.</p>	

Appendix 5

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 pupils home school diary.

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

These are given to pupils for ..

- Movement up the behaviour chart to Blue or Purple (showing exemplary behaviour)
- 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

Dojo

At Ravensdale we use dojo to communicate with parents. It is an online system that allows parents to see the activities

- Photos of pupil's work
- Communication with parents

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.

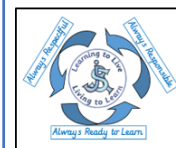
I can show my teacher I have 3 times – once I get all 18 stamps, I get my badge.

	R	A	V	E	N	S
1						
2						
3						

Appendix 6

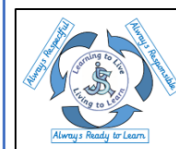
RJS - Behaviour expectations checklist - RIGOUR & CONSISTENCY

<u>Expectation</u>	<u>Follow up</u>
Pupils should be arriving between 8.35am and 8.45am	Messages to parents to remind. Follow up from class teacher SLT if needed
Classroom doors should be opened to pupils at 8.45am no later	Non-negotiable expectation (staff in classrooms from 8.20 to receive pupils)
Work and expectations for pupils when they arrive in the morning should be set so pupils settle quickly into the day.	Be prepared and have morning activities set (this used to be 3 maths and 2 English) Taks written on the board and pupils trained to follow the direction.
Be consistently insistent on reminding pupils of the expectations for classroom, playground, lunchtime behaviours.	Use the Ravens Rainbow as needed to sanction / support pupils to make the right choices
Use professional language to communicate with pupils, parents' visitors and each other. (Modelling this to pupils e.g calling people by their proper names, starting conversations with good morning, excuse me, good afternoon etc)	Where pupils don't communicate in this way model the expectations to pupils and ask them to repeat / change language.
Uniform expectations - adhere to the uniform on a page	Message to parents to remind about uniform. Address with pupils and remind them. PE / Active uniform - spare correct kit in the office to be used for pupils in the incorrect PE kit.
Promote the RAVENS values and 3 Always rules in conversations by modelling.	Rigour in timings and consistency.
Be tight on transition times and lesson timings - be prepared to start lessons at 9.05am, 10.45am and 1.10pm	Challenge others when assembly runs late, playground times etc.
Assembly will start promptly at 10.05am (even if classes are late)	Please be on time to start assembly at 10.05am
1.05pm collect pupils from the playground after lunch - insist on lining up order and calm silent lines. Monitor movement round the school building walking.	Practice and insist - reminding pupils of expectations at all times.
When on playground duty remind pupils of expectations and praise those for good behaviour relating to the RAVENS values. Be present and rotate round the playground - covering one half each.	Use rewards - house points to praise behaviour and good choices - RAVENS Rainbow if needed.
Insist on pupils being responsible for their own learning spaces, tidying up desks and the floor. Leaving equipment tidy and keep learning spaces organised and purposeful.	Ask pupils to tidy desks and pick up mess if they make it. Remind pupils of this expectation for both classroom and dining hall as well as with playground toys. Praise pupils when spaces are organised and tidy and reward them for this.
Use praise regularly and consistently rewarding and sanctioning / supporting pupils	Promote and praise good behaviour and learning choices. Sanction in line with Ravens Rainbow and behaviour stages. Support through adaptations and interventions.
SLT will be present in classroom weekly	SLT will praise pupils for good behaviour and learning choices and support pupils and staff where behaviour choices are poor and need intervention / adaptation.
Pupils will line up in order and follow expectations to be silent and sensible when walking around school to playground, assembly, lessons etc.	Practice and insist - reminding and praising pupils as needed.



Behaviour for learning expectations in the classroom

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



Behaviour for learning expectations in the dining hall

<u>Always respectful</u>	<u>Always responsible</u>	<u>Always ready to learn</u>
Listen carefully to all adults and other pupils	Look after each other keeping hands and feet to oneself.	Try new foods and experiment with tastes.
Communicate politely with adults and other pupils	Walk through the hall, push under your chair keeping yourself and others safe.	Use your knife and fork to eat your dinner.
Sit sensibly at the table, using manners and keeping food off the floor.	Follow instructions given e.g. lining up sensibly, quietly and on time.	Reflect on own behaviour choices to make good ones.

Behaviour for learning expectations on the playground

<u>Always respectful</u>	<u>Always responsible</u>	<u>Always ready to learn</u>
Listen carefully to all adults and other pupils	Look after each other keeping hands and feet to oneself.	Explore new games and ideas.
Communicate politely with adults and other pupils	Look after the toys, equipment and own property including tidying up.	Play games in line with the rules, promoting fairness.
Play with and include others being kind and helpful.	Follow instructions given e.g. lining up sensibly, quietly and on time.	Reflect on own behaviour choices to make good ones.