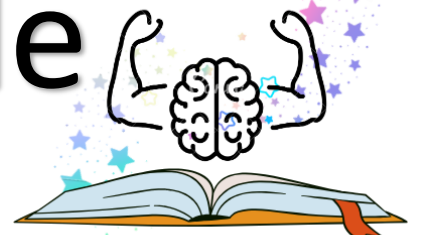




# Behaviour at Ravensdale



Zones of Regulation



Learning Behaviours



Attendance



Choices and Consequences

*Vision for Behaviour at Ravensdale:  
Inclusive, Relationship-Based, and  
Restorative*

*January 2024*

## Aims

At Ravensdale, we envision a school community where behaviour is approached with a focus on inclusivity, building positive relationships, and embracing restorative practices. Our vision is centred around recognising and celebrating the successes and positive behaviours of our children, while also addressing and transforming negative behaviours through a cycle of repair and restoring relationships.

In our inclusive vision for behaviour, every child is valued and respected for their unique qualities and contributions. We believe that fostering a sense of belonging and acceptance is essential for creating a positive and supportive learning environment. By promoting inclusivity, we aim to create a school culture where all children feel safe, supported, and empowered to be their authentic selves.

Central to our vision is the emphasis on building positive relationships. We recognise that strong relationships between students, teachers, and staff are the foundation for a harmonious and thriving school community. Through intentional efforts to foster positive connections, we aim to create an environment where children feel seen, heard, and understood. By nurturing these relationships, we can better understand the underlying factors that contribute to negative behaviours and work collaboratively towards solutions. Supporting children identify and name their emotions which link to key behaviours to self-regulate. Children at Ravensdale are also taught the power of understanding the peers emotions and how to interact with them in various zones respectfully.

Restorative practices form an integral part of our vision for behaviour. When negative behaviour occurs, we believe in addressing it through a restorative approach that focuses on repairing harm and restoring relationships (*putting pennies back in their bank*). Rather than resorting to punitive measures, we seek to understand the root causes of the behaviour and provide opportunities for reflection, accountability, and growth. By engaging in restorative conversations and processes, we aim to promote empathy, understanding, and personal responsibility among our students.

Through our inclusive, relationship-based, and restorative approach to behaviour, we strive to create a school community where children feel supported, empowered, and motivated to make positive choices. We believe that by focusing on the strengths and successes of our children, and by providing them with the tools and support they need to navigate challenges, we can foster a culture of respect, resilience, and growth at Ravensdale.

Our policy seeks to improve children's self-esteem. Praise is **key** to nurturing motivated, engaged pupils who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.** The over-riding expectation is that all children will learn to take responsibility for their own emotions, actions and exercise appropriate self-discipline.



# Choices and Consequences

## School Rules

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

Staff should take every opportunity to recognise the good choices that pupils are making.

## Strategies to Encourage Positive Choices

Our own behaviour as adults must always reflect our expectations of the children. As a staff we aim to meet the children with a smile, be consistent, keep calm, have a sense of humour and listen to the children. It is vital children at Ravensdale know they are heard. Adults are responsible for supporting children with issues that children bring to them, this may include co-regulate or supporting them in conflict resolution.

At Ravensdale we celebrate positive choices in a variety of ways.

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. Children can be sent to the headteacher when they have been recognised for something excellent and a postcard will be sent home to parents.

## Assembly

There will be a weekly celebration assembly in which our school values are recognised and celebrated. Parents/carers are invited to attend this assembly to celebrate our Stars of the Week assembly that takes place in our school.

Recognition Board is used to recognise exemplary behaviour or effort to work. Children will receive a post card from their teacher to take home to their parents to celebrate this.

## SANCTIONS and SUPPORT

At Ravensdale we use a gradual 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.

- **Purple** - Pupils can move up for exceptional behaviours. (kindness, showing an excellent RAVENS attitude and effort)
- **Blue** – Pupils can be recognised for demonstrating the ravens values.
- **Green** - All pupils start the day on green and are expected to remain on green which links to Zones of regulation. *Before children move down the ladder, they must be given a verbal reminder that sets out the expected behaviour. Pupils must also be reminded to reflect on their zones- are they in the blue zone and what tools could they use to regulate?*
- **Light Green**- Pupils may move down if they have not met the teachers expectation. At this point the teacher will action a change. This could mean that they are asked to change locations in the classroom to help remove them from the situation and change the negative trajectory of behaviour.
- **Yellow**- Pupils who move down to yellow for either a persistent behaviour or causing disruption to others learning this will mean they will need a *time out of the environment* to reflect on their behaviours and to uses strategies that help them to make the right choices preventing them from further negative choices.
- **Amber**- Pupils who reach Amber will be asked to wait behind in the next break in learning (break/lunch) for a conversation with the teacher to understand the impact of their choices. The conversation will aim to coach the pupil through alternative behaviours in the same situation to prevent it happening in the future.

- **Red**- this is reserved for significant behaviours that staff will need to inform SLT about. Behaviours include: racist or homophobic language, physical assault, intentional damage to property, bullying etc.

If a child is demonstrating repeated patterns of behaviour they will move to the Good Choices Report - 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. Depending on the severity of the behaviour shown, pupils & parents may be asked to sign a behaviour contract which will clearly outline the unacceptable behaviours and reinforce the behaviour we expect to see in school. If there are breaches in the contract then further actions will be taken.

Next steps 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.

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.

**It is important that the behaviour data we log in logged with the intention of understanding children's behaviour. For example a child who has done a one off low level behaviour (calling out) does not need to be recorded as it will not inform any practice moving forward. Data collected on behaviour must be used to inform teachers and leaders understanding and impact the provision they are access. For example- to understand repeated patterns in behaviour or triggers.**

## **Restorative Approach**

When appropriate we will use a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

A restorative approach can also alleviate problems such as bullying, classroom disruption, poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.



# Zones of Regulation

## Zones of Regulation

At Ravensdale, we utilise the Zones of Regulation throughout the whole school. We aim to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want children at Ravensdale to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different zones and learn how to change or stay in the zone, they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different zones, thus developing better empathy.
- Develop an insight into what might make them move into the different zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different Zones?

**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

## Staff

At Ravensdale, we have a collective responsibility regarding behaviour management. All staff members in our school have high expectations of the pupils in terms of their relationships, choices and behaviour. A key priority is to **recognise and praise good choices in order to reinforce good behaviour** (including keeping to school rules) and positive relationships – 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

Managing the behaviour of pupils is the responsibility of **all** adults. A key priority is to **reward and praise good choices** in order to reinforce good behaviour and positive relationships. All staff should be proactive in 'catching' pupils behaving well. Staff are to report pupils that are making poor choices outside of the classroom to the class teacher.

## Behaviour Checklist for Teaching Staff

- **Classroom**
  - ✓ Know the names and roles of any adults in class
  - ✓ Meet and greet pupils when they come into the classroom
  - ✓ Display the **school rules** in the classroom and ensure pupils and staff know what they are
  - ✓ Display a timetable for each day
  - ✓ Have a system in place to follow through with all rewards
  
- **Pupils**
  - ✓ Know the names of pupils
  - ✓ Have a plan for pupils who are likely to misbehave
  - ✓ Ensure other adults in the class know the plan
  - ✓ Understand pupils' special needs
  - ✓ Praise pupils on individual / group basis (public praise is very powerful), making explicit why: showing the school values by...
  - ✓ Follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents
  - ✓ Be consistent with all consequences
  - ✓ Treat each pupil fairly and with respect and understanding
  - ✓ Keep a record and any relevant notes if a pupil misbehaves and / or receives a warning
  - ✓ Having followed regular procedures and consequences, seek help and advice from a colleague (e.g. Senior Leadership Team)
  - ✓ Liaise with external agencies, as necessary, to support and guide the progress of each pupil e.g. discuss the needs of a pupil with the education social worker or LA behaviour support service
  
- **Teaching**
  - ✓ Ensure that all resources are prepared in advance
  - ✓ Praise the behaviour you want to see more of
  - ✓ Praise pupils doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
  - ✓ Make adaptations
  - ✓ Stay calm
  - ✓ Follow the school behaviour policy
  - ✓ Be a positive role model by demonstrating positive relationships with everyone in school
  - ✓ Have clear routines for transitions and for stopping the class
  - ✓ Teach pupils the class routines
  
- **Parents**
  - ✓ Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones
  - ✓ Contact parents, on the day, to inform them if their child has committed a serious breach

## Senior Leadership Team

In addition to the above, it is the responsibility of the Senior Leadership Team to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors on its effectiveness
- ensure the health, safety and welfare of all pupils in the school
- maintain record of all reported serious incidents of misbehaviour
- issue suspensions to individual pupils for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The Senior Leadership Team may consult with the Executive Team and permanently exclude a pupil; these actions are only taken after the school governors have been notified.

## Shouting

Shouting must never be used as a punishment or done in anger i.e. losing control and shouting at a child. There will be times when you need to raise your voice but **shouting** at pupils or other adults in anger is unacceptable.

### **Humiliation and Public Shaming**

Public shaming e.g. standing up in assembly, standing in the corridor or asking pupil to write their own name on the board is an unacceptable form of punishment and **must never be used**. Any reprimanding should be done under the consideration of whether it is humiliating that child. It should be a constructive behaviour management method, reminding pupils in public is not humiliating.

### **Parents/Carers**

The school works collaboratively with parents/carers so pupils receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents/carers **immediately** (no later than 5.00pm the same day) if we have concerns about their pupil's welfare or behaviour.

We expect parents/carers to:

- be aware that we have school rules (which are communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident /issue

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School and Executive Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must consider this when making decisions about matters of behaviour.

### **Mobile Phones**

Pupils are permitted to bring a mobile phone to school, to support safety issues if they come to school independently.

All mobile phones must be handed in to the office at beginning of the school day and are not permitted to be used during the school day. If parents want their child to bring a phone it is on the understanding that they agree with the following limitations on use, namely:

- Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst pupils are on the school premises.
- it is not permitted for a pupil to film, photograph anyone on school grounds using their mobile phone.
- the phone will be kept behind our reception desk.
- content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a member of the SLT if the pupil is suspected of using their phone to commit a serious breach

### **Serious Breach**



If a pupil is suspected of committing any of the following offences they must be referred to the SLT:

- physical assault
- fighting
- absconding
- deliberate serious damage to buildings and/or property
- a hate incident\*
- bullying of any kind
- possession of any **prohibited items**. These are: *knives or weapons, alcohol, lighters/matches, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article a staff member*
- persistent breaches of the school's behaviour policy
  
- sexual harassment\*\*, meaning unwanted conduct of a sexual nature, such as:
  - sexual comments
  - sexual jokes or taunting
  - physical behaviour like interfering with clothes
  - online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
  - sexual violence\*\* such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

\* A **hate incident** is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

\*\***Sexual violence and sexual harassment** can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. At Ravensdale we will aim to support these pupils to access their education and get the correct specialist support, working in partnership with the police and children's services.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in school. Sanctions will be applied in accordance with our behaviour policy.

- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use Reasonable Force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can Reasonable Force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

#### **Schools can use Reasonable Force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so\*\* (see Positive Handling below);
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### **Schools Cannot:**

- **use force as a punishment – it is always unlawful to use force as a punishment.**

#### **\*\*Positive Handling**

Whilst the school recognise that members of staff have legal power to use reasonable force, at Ravensdale Academy SLT, the decision to use reasonable force to remove a disruptive pupil from a classroom can only be made by a member of the SLT. In the event of a disruptive pupil refusing to leave the classroom, a member of the SLT should be sent for. The Senior Leader will then make the decision as to whether or not force should be used. If the decision is taken to remove the pupil, this will be carried out by staff members who have received additional positive handling training.

Telling parents when force has been used on their child

If the use of force has been applied then a record will be made and the parents/carers will be informed.

#### **Confiscation and Searches**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### **Confiscation**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- 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" (listed under the section 'Serious Breach' above).

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

## **Informing Parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Support after a Search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of actions we may take when anticipating and removing triggers for negative behaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

**Appendix:**

**Transform Positive Handling Policies**

**Transform Trust Exclusions Policy – Addendum to Schools Behaviour Policy**