



Behaviour Policy

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Contents

1. Principles
2. Ribbon Virtues (based on Commando Joe Life Missions)
3. Ethos
4. Behaviour for Learning
5. Behaviour for Safety
6. Rewards
7. Consequences
8. What happens during a Time-Out?
9. Extreme Misbehaviours
10. Fixed-term and Permanent Exclusions
11. Behaviour for Respect
12. Behaviour at break and Lunchtimes
13. Early Years
14. Rewarding appropriate behaviour in line with Ribbon Virtues
15. Behaviour at Break & Lunchtime
16. Role of parents/carers



1) Principles

Ribbon Academy is a virtue-led, Rights Respecting School (Silver – Rights Aware – December 2020).

“All children getting the chance to achieve, be resilient, tolerate others and make great choices for life – in and outside school.”

This will be achieved through:

- Accessing coherent, sequential learning opportunities.
- Being inspired to do their best and to have the ambition to achieve.
- Engaging in deep thinking to support their decision making and actions.
- Experience a wide range of exciting learning opportunities.
- Integrating all aspects of the UNCRC across curriculum.

This Behaviour Policy is based on advice from:

- Behaviour and discipline in schools.
- The Equality Act (2010).
- The SEND Code of Practice.

This Behaviour Policy links to additional school policies:

- Anti-Bullying Policy
- Exclusion Policy
- Safeguarding Policy
- Play Policy
- PSHE Curriculum Vision

2) Ribbon Virtues (based on Commando Joe Life Missions)

Our virtues (RESPECT), which are in-line with our character education programme, are evident across the Academy:

- **R**esilience
- **E**mpathy
- **S**elf-Awareness
- **P**assion
- **E**xcellence

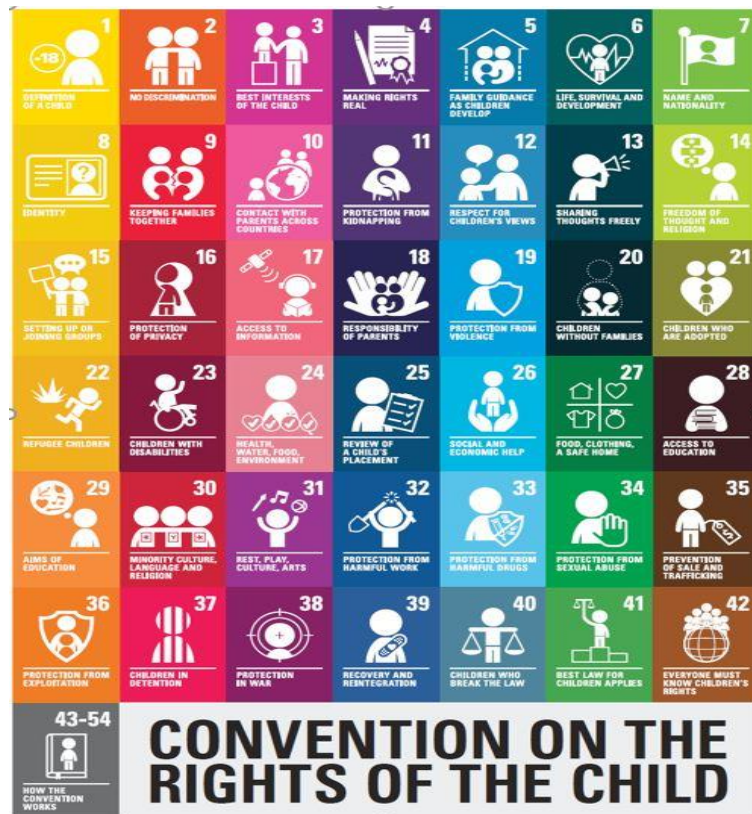
- Communication
- Teamwork

'Respect' is a non-negotiable as a rights respecting and character focused school. The eight virtues underpin all we do and how we are. We believe that through these virtues, we are able to ensure our commitment to UNICEF's Rights Respecting School's work. RRS forms the basis of whole school policy and practice to ensure that all the children's rights with the convention from part of everyday life for all our children.

These are:

- The right to be listened to A12.
- The right to be safe A19.
- The right to be healthy A24.
- The right to an education A28.
- The right to become the best we can be A29.
- The right to relax and play A31.
- The right to be treated fairly A37.

We believe that through our approach, all children will be aware of their rights (and the rights of others) and know what to do if rights are not respected. In consultation with children, staff, parents/carers, and Trustees, we have developed this policy which aims to encourage children to learn, work and play together to maintain these rights respecting ethos. As a virtue-led and Rights Respecting School, we believe that this policy will promote positive behaviour and develop successful, responsible citizens for the future.



3) Ethos

We have divided our RRS Behaviour Policy into three areas:

1. Behaviour for Learning
2. Behaviour for Safety
3. Behaviour for Respect

Through this policy we will promote an ethos that will:

- Promote an awareness of everybody's individual needs and aim that all are valued within the school community.
- Ensure that every child is aware of the whole school virtues, their rights, and responsibilities.
- Promote excellent behaviour which is modelled by all stakeholders in the school.
- Expect everyone to take pride in their school, class, learning, environment and their in relationships with peers.
- Expect all staff to treat children fairly, consistently, and sensitively.
- Celebrate and praise children's achievement and success.
- Value parental support in working collaboratively to find solutions to behaviour management issues.

- Teach children to respect themselves and others, promoting the understanding that we are all different, but have the same rights.
- Ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs.
- Provide children, staff, and all adults within the school community with an environment that promotes learning and supports everyone.
- Ensure the emotional, social, and learning needs of individuals are supported and developed, involving other agencies where appropriate.
- Establish clear procedures for dealing with and managing unacceptable behaviour.
- Encourage the active and early involvement of parents in supporting positive behaviour.
- Work in partnership with parent/carers in supporting children's social and emotional development.
- Demonstrate that discipline in schools must respect children's human dignity; (Article 28)

4) Behaviour for Learning

We believe that this policy forms an integral part in enabling all children to make the most of all the opportunities by making them feel safe and always valued.

Adults respect this by...	WE ALL HAVE THE RIGHT TO...	Children respect this by...
Listening to, valuing and respecting each other's ideas	be listened to A10, 12, 13, 14, 15 (respectful)	Listening to, valuing and respecting each other's ideas
Caring for everyone and everything at school	be safe A6,9,10,11,16,17,19,21,25, 26,27,32,33,34, 35,36,37,38,39 (caring)	Caring for everyone and everything at school
Providing healthy food, water, exercise and rest	be healthy A6,24,26,27,31,32,33,39 (self-respect and respecting others)	Making healthy choices
Providing us with all that we need to learn	an education A17,28,29,30,31,34 (ambitious, enthusiastic and ready to learn)	Being enthusiastic and ready to learn.
Being ambitious for us in all that we do	become the best we can be A29 (ambitious)	To be ambitious in all that we do
Providing a time to play and relax	relax and play A31 (friendly)	Being friendly towards each other when relaxing and playing.
Treating each other fairly and having the courage to stand up for what you feel is right.	be treated fairly A2,7,8,14,15,20,22, 23,25,30,37,40 (friendly and courageous)	Treating each other fairly and having the courage to stand up for what you feel is right.

5) Behaviour for Safety

We know that challenging behaviour can lead to children and staff not feeling safe in school. Children whose repeated inappropriate behaviour is through choice - and not because of an additional emotional, social or communication need - will be given opportunities to make the right choices and change their behaviour. If their behaviour choices continue to be outside of our expectations, then a Personal Support Plan (PSP) will be put in place to support the child and so prevent exclusion. The school will always work with the parent/carer to prevent a possible exclusion

The Personal Support Plan (PSP):

- Is a way for school and home to work together.

- Lasts for a short amount of time, approximately 6 weeks.
- Helps a child to become aware of their behaviour patterns.
- Targets need to be achieved and behaviour improved over the given time.
- Targets will be reviewed every 2 weeks with the child, parent/carer and SENDCO/DHT to ensure progress is being made.
- Therapeutic intervention may form part of this process, as will rewards for achieving targets.
- The Local Authority will be informed that the child is at risk of exclusion and a copy of thePSP will be sent to them.

When all the targets have been achieved, the expectation is that the child will no longer need a PSP and can follow school expectations.

6) Rewards

Although most of our children are intrinsically motivated to behave well, good behaviour is always recognised at Ribbon Academy. We actively look for good behaviour and praise and reward children in a variety of ways recognising that this raises pupils' sense of self-worth and their place within the school community.

At Ribbon Academy we reward children in the following ways:



Class Dojo Points



House Point Certificates



Weekly Head Teacher Award



Class Teacher Award



Accelerated Reader Awards



End of Year Award Ceremony



Golden Table at Lunch



Mathletics Awards

Rewarding appropriate behaviour in line with the Ribbon Virtues:

Verbal Praise

Children who demonstrate appropriate behaviour will be given verbal praise where necessary and made an example of to others.

Stickers

Children can be offered stickers for good behaviour and as a reward for good work and effort. The process should always be recognised as not just the outcome.

Achievement

Children's effort and work should be visible across the setting to confidence and self-esteem.

Star of the Week

Awarded to children in Celebration Assembly each Friday who set an excellent example and follow Ribbon Virtues.





7) Consequences

Consequences for inappropriate behaviour will be explored so that all children understand there will be an outcome for poor choices. Consequences are only given as a last resort, in most cases these can be avoided through adult support (restorative justice), interventions and good role models.

Steps:

- Children will be given a clear explanation of the consequence that might happen if they continue to behave in an inappropriate manner.
- Children always have the opportunity to 'turn' their behaviour round.
- Consequences for our young children are immediate and relatively short. This may include 'time out' with a sand timer, reflection time in a quiet area or time out in another class which is appropriate to the child's age and stage of development. Each of these consequences is always followed by a discussion with an adult and the opportunity to repair any harm done through structured, restorative justice conversation. Children with SEND may complete a social story and/or make a verbal apology depending on what is appropriate.
- Where behaviour is disrupting other children or threatening their own or others' safety, removal from the group or activity will take place and the child will be supported by an adult. If this happens, parent/carers will be informed, and the teacher will record the incident in the class Pastoral Support folder.
- If concerns are raised, we will contact parent/carers and work with them to plan support for their child's development.

- A card system will be employed in Years 3 to 6 to help reinforce positive behaviour (see below):

Year 3 to Y6		
Card	What this means	Consequence
	Yellow Card - Verbal Reminder In line with our behaviour for learning principles (low-level disruption)	None at this stage – children are given the opportunity to turn their behaviour around.
	Orange Card – Verbal Warning In line with our behaviour for learning principles (continuation of low level disruption).	<ul style="list-style-type: none"> • None at this stage – children are given the opportunity to turn their behaviour around.
	Red Card – 1st Timeout Time with the AHT to reflect on poor behaviour (HT/DHT are informed).	<ul style="list-style-type: none"> • Loss of the next break-time/lunchtime. Spent with a member of the Assistant Head teacher team. • Parents/carers informed through Dojo by the class teacher.
	Black Card – 2nd Timeout Time with the DHT to reflect on the continuation of poor behaviour (parents/carers are informed).	<ul style="list-style-type: none"> • Discussion with the Head teacher/Deputy Head teacher. • Loss of the next break-time/lunchtime. Spent with the Head teacher/Deputy Head teacher. • Parents/carers informed. • A Personal Behaviour Plan may need to be introduced.
*  GLC Guidance & Learning Centre	No improvement, despite earlier interventions.	<ul style="list-style-type: none"> • A meeting will be arranged with parents/carers. • Reasons for attendance at the 'Good Learning Centre' will be outlined. • The child will attend the GLC at Easington for between 1 and 5 days.
The GLC (Guidance & Learning Centre) is only an option for children in Years 2 to 6. All behaviour incidents are recorded on our internal system (CPOMS)		

8) What happens during a 'time out'?

The child is asked to speak to a senior member of staff away from other children. The boundaries are reset, and the child is reminded about expectations. The child will remain in the Assistant Head teacher's classroom until the work they have been set has been completed. Children will be taken back to their original class by the Assistant Head teacher, at which point the child will reflect on their behaviour with their teacher.

9) Extreme Misbehaviours

Extreme misbehaviours in the school such as: swearing directly at a member of staff, the use of racist or homophobic language, serious fighting, and extreme aggression (e.g., throwing a chair) will result in a red card being issued directly to that child. Parents/carers will be notified by Class Dojo or a phone call.

Black cards can only be issued **directly** for **extreme** behaviour. In most other cases, teachers have written records (CPOMS) of the build-up to a red card scenario and children will have had the opportunity to have time-out in an Assistant Head teacher's class. Black card incidents are dealt with by the Head teacher or Deputy Head teacher.

When appropriate the pupil will not return to the classroom for a duration set by the Head teacher or Deputy Head teacher.

Parents/carers will be advised that any further misbehaviour during this time period could result in a temporary exclusion.

10) Fixed-term and Permanent Exclusions

Exclusion from school is only ever considered as a last resort; a final option, as we actively seek to be fully inclusive. Only the Head teacher (or the Deputy Head teacher 'Acting Head' in their absence) has the authority to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year (these will not be more than 15 days in any one term.) The Head teacher can also exclude a child permanently. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this measure.

Head teachers and Governing Bodies must take account of their statutory duties in relation to special educational needs and disability (SEND) when administering the exclusion process. This includes having regard to the SEND Code of Practice.

If the Head teacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. After a child has been excluded, the child and parents/carers are asked to attend a re-integration interview.

The Head teacher informs the LA and the Board of Trustees about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. For all other exclusions the Head Teacher must notify the Local Authority and Board of Trustees once a term. The Board of Trustees itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The Board of Trustees has a Discipline Committee which consists of between three and five members. This committee considers any exclusion appeals on behalf of the Board of Trustees. When an Appeal Panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Trustees' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.



11) Reduced Timetable

School may choose to operate a reduced timetable approach for a short period (up to 8 weeks) with the agreement of the pupil, their parent/carer and school. This may be necessary in exceptional circumstances where every other avenue has been exhausted to ensure a pupil receives their full-time education entitlement. Exceptional circumstances are likely to be:

- as part of a planned re-integration into school following an extended period out of school following exclusion
- non-attendance
- school refusal
- to facilitate a managed transfer between schools
- following an extended absence due to ill health or other medical reasons
- as a temporary fixed term to manage the impact of significantly challenging behaviour or to meet social and emotional needs.

12) Behaviour for Respect

Children can expect staff to promote behaviour for respect by:

- Understanding they will be treated fairly and consistently when they have not behaved according to expectations or charter agreements. They will be listened to and expected to explain their actions.
- Discussing expectations for behaviour with children in a manner appropriate to their age and stage of development so that children know and understand what is expected of them.
- Being given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.
- Using restorative approaches in terms of finding positive solutions when things go wrong in school therefore, children will always have the opportunity to repair any harm caused by reflecting on their behaviour.
- Praising good work, behaviour and attitudes both in the classroom and around the school.
- Providing a Personal, Social, Health and Emotional (PSHE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem. At Ribbon Academy we use the Jigsaw PSHE scheme of work.
- Taking bullying, sexism, racism, and homophobia very seriously; children will be told how the issue will be dealt with. We will never tolerate bullying of any form. Bullying is defined as deliberately hurtful behaviour which results in an imbalance of power, is repeated over a period of time and where it is difficult for those being bullied to defend themselves (several times on purpose).
- Employing consistent and effective approaches behaviour management throughout the school.
- Embedding Ribbon Virtues through all areas of the curriculum, including using Commando Joe's Missions.

13) Behaviour at Break and Lunchtime

During break and lunchtime, we have a team of dedicated staff who support children in playing safely.

We are working towards the Outdoor Play & Learning Programme (OPAL) to further improve play and behaviour during unstructured times (Spring/Summer 2022).

We strongly believe that: *"Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child. Play can be fun or serious. Through play children explore social, material, and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter. By playing, children learn and develop as individuals, and as members of the community"* (Play Council 2001).

Behaviour expectations for outside are the same as inside; our lunchtime staff use the same approach.



14) Early Years Guidance

All children need a calm and nurturing approach from practitioners to support Personal Social and Emotional Development. Practitioners need to be consistent in their approach in order to provide a safe and secure environment for all children.

As experienced Early Years Practitioners, we must understand when children get it wrong. Practitioners must not be too critical of the mistakes children make. **Treat mistakes as 'learning curves and opportunities to teach them something valuable.**

Children **need to be shown** what we expect of them and the appropriate behaviour that we want to encourage.

Underlying developmental issues can often be mistaken as poor or unwanted 'behaviours' therefore, practitioners must carefully evaluate situations before they act.

Practitioners must also consider the following when addressing behaviour:

Children do not have the cognitive skills or the understanding to process verbal conversations and instructions in isolation. Visual information and prompts to support the verbal language should be used when and where appropriate.

Many children at Ribbon have a complex home life/background and often witness a different way of responding to situations. This must be considered on an individual basis.

Children can be very egocentric and only see things from their own perspective. We must teach children the skills to evaluate situations before reacting enabling them to consider things from someone else's point of view.

Children often need time to process a situation/calm down/ self-regulate before an incident can be fully resolved. Practitioners must assess a child's emotional response/state before attempting to resolve/rationalise the situation.

Consequences

Verbal Warnings

For unwanted behaviour children are given verbal warnings.

- 2 x verbal warnings explaining which behaviour being demonstrated is unwanted.
- The 3rd warning is a chance for the practitioner to further explain and show the child which behaviour being used is unwanted. Children can be given/shown options of what they could do next and also need to be made aware of other children who are demonstrating appropriate behaviour.

Calming Time

If poor choices continue, then the child is asked to sit with the practitioner or in an area/self-regulating space (close to the practitioner) for the desired time to calm down and reflect if possible. This removes the child from a situation which could escalate and avoids repeating behaviour and encourages the child to relax and refocus. After this period of time, the issue can be dealt with, the child and practitioner will draw a line under the incident, consider next steps and move forward.

Time Out

Children who use unkind/deliberate physical behaviour will be given 'time out'. This is a consequence to support an understanding of right and wrong. The practitioner must remove the child from any distractions and make them aware of the behaviour that has been used and is not appropriate. This would include physical harm or intent such as biting, kicking, punching, scratching, spitting, or throwing an object at another child with the intent to harm. The child will remain removed from play at the discretion of their key worker/teacher to ensure that the consequence is appropriate. Children need to understand that deliberate physical harm is not acceptable; however, they need to be fully supported to develop appropriate ways to deal with conflict and emotions.

Practitioners must carefully make a judgement with regard to physical harm. Children with sensory processing issues/communication difficulties may often lash out/touch in order to initiate an interaction. Practitioners must be mindful of this when using 'time out'.

In the event of a child being physically hurt, an accident form will be completed, and all parents/carers will be informed at the end of the session.

Repeated Unwanted/Unkind Behaviour

Children who demonstrate repeated unwanted behaviour, which is not the result of a Special Educational Need, must be carefully monitored. Personalised strategies and/or a Personal Behaviour Plan may be put in place.



15) Supporting children with SEND

Some children in school have additional needs which impacts on their behaviour as a result of difficulties with communication, their understanding, social skills, emotional needs or sensory seeking/avoidant presentation. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school.

Children with additional needs may be provided with a Personal Support Plan, which is created by the SENDCO and class teacher. The PSP will include personalised rewards and sanctions. This ensures that pupils continue to learn about making the right choices and the consequences of their actions, but are supported to so do, which meets their individual needs.

As mentioned above, personal support for inappropriate behaviour because of additional needs is put in place through a Personal Support Plan (PSP).

The PSP:

- will include support that may have been identified by the class teacher, SENDCO or another agency e.g., Educational Psychologist
- may include a therapeutic intervention to help them:
 - I. become more confident.
 - II. feel safe and have an increased ability to learn with others.
 - III. have a quiet time to help them to remain calm (this may include sensory breaks).
- will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress
- can last for a year or even longer. However, this does not mean that the child is unable to follow most of the school Behaviour Policy. They will be expected to try their best but individual needs will be considered whilst also considering the needs of all the children in our school.

The school has set up provision for SEND and vulnerable children during lunchtimes to ensure that they feel safe and secure and can spend time with a supportive adult, which helps them to be ready to learn on an afternoon or their return to class.

16) The Role of Parents/Carers

Ribbon Academy works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We **expect** parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents/carers have any concern about the way that their child has been treated, they should initially contact Main Reception. Parent concerns will be recorded and passed to the relevant member of staff (usually the Assistant Headteacher for Early Years, Lower School or Upper School). Parents/carers should allow up to 48 hours for a response from school (although we do aim for a response within 24 hours).

The Head teacher, Deputy Head teacher and Assistant Head teacher for Inclusion are informed of any parental/carer concerns regarding approaches to behaviour management.

If the concern remains, they should contact the Chairperson of the Board of Trustees, Mrs L Hall. If these discussions cannot resolve the problem, an appeal process can be implemented. The school's Complaint Policy can be found on the website and paper copies can be obtained from Main Reception.

