

Viking Academy Trust



Behaviour Policy

Ramsgate Arts Primary School

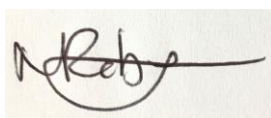
The VIKING ACADEMY TRUST Behaviour Policy for Ramsgate Arts Primary School has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 3 2016/17

Reviewed annually: Term 1

Last review date: Term 1 2021

Signed



Chair of Trust

Behaviour Policy

The Viking Academy Trust

Ramsgate Arts Primary School

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Behaviour Policy is specific to Ramsgate Arts Primary School

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education 2021](#)
- [Preventing and Tackling Bullying 2017](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons and around the school
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Any form of peer on peer abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, name calling, mocking, gossiping, spreading hurtful and/or untruthful rumours, taunting, making offensive comments
Physical	Hitting, kicking, pushing, taking or hiding another's belongings, any use of violence
Racial/Faith/Cultural	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying / online	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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The definitions above are covered and expanded upon in full in our Anti Bullying Policy which also outlines the school response to tackling and preventing bullying. This behaviour policy is designed in conjunction with the Anti Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy. The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy and code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct –

RAPS code of conduct expected of children:

RAPS Values

Aspiration – We strive to be the best that we can be

Challenge – We enjoy learning and always keep trying even when things are difficult.

Collaboration - We can play and learn with others so that we all do well

Diversity - We understand, accept and celebrate differences.

Engagement - We are involved in our learning and want to take part.

Enquiry - We want to find out new things.

Autonomy - We make our own learning choices.

The "RAPS Golden" rules

- Do show good learning behaviour
- Do be polite
- Do be kind
- Do respect people and equipment
- Do your best

Safety Code

- Remember to walk in and around school buildings
- Stay out of the car park
- Use toilets appropriately
- Tuck your chair in
- Make sure that an adult knows where you are
- Obey fire regulations
- Wash hands

Playground Code

- Stop at the whistle
- Stay on the right part of the playground
- Ask if you need to leave playground
- Follow instructions
- Listen to all adults
- Play safely (remember the things that are not allowed)
- Walk to and from the playground
- Remember snacks and toilets

Pupils are expected to:

- Follow the school rules and safety & playground codes
- Demonstrate school values in their behaviours, attitudes and interactions

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Respect the property of others
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

1 List of rewards In Reception

- Terms 1, 2 and 3: Children receive stickers, house points and other praise rewards for good behaviour, learning and conduct. Children's names will be placed on a "smiley face" and if they remain there at the end of each day, a "smiley card" is sent home. After a pre-defined number of cards have been collected, children receive an additional prize.
- From term 4, a text will be sent to families each Friday if a child has collected all 5 smiley cards.
- From term 5, children in Year 1 will be introduced to the systems outlined for children in Years 2 to 6.

2 Sanctions in Reception

Daily and weekly

- If a child is demonstrating poor behaviour either through conduct or learning behaviour, a verbal warning will be given.
- If the behaviour continues, the child will be given a one minute "time out" on a yellow mat
- If the behaviour continues again, the child will be given a three minute "time out" on a red mat and their name will be removed from the "smiley face"
- Should the child's name still be removed from the "smiley face" at the end of each day, the child will not receive a "smiley card" and this will be discussed with parents / carers
- If behaviour should continue after a three minute time out, a child may be asked to spend time with a leader of learning, in a parallel class or with a learning behaviour mentor

In terms 5 and 6, Year one children are introduced to the sanctions outlined for children in years 2 to 6.

3 Rewards in Years 1 to 6

- Children receive a range of rewards (stickers, certificates, golden tickets, house points) and verbal praise for excellent conduct and learning behaviours.
- They begin each day with 5 points for good behaviour.
- If all points are kept within a week this means a total of 25 points.
- A text is sent to the families each Friday for those children keeping 25 points praising excellent behaviour.

4 Every three weeks

- Children who have kept all 75 points have a letter sent to their parents congratulating them on their good behaviour. They also receive a RAPS badge to wear.
- After the children receive 3 behaviour badges they will get a lanyard to wear. After six behaviour badges they will be given a Silver Behaviour Award and after 12 behaviour badges they will earn a Gold Behaviour Badge.

Additional reward for individuals:

- If by the end of the academic year, a child has kept every single point, they will receive an additional "treat" before the year ends (e.g. cinema trip etc.)
- Those children with 95% of their points will receive an additional school based treat (e.g. bouncy castle afternoon).

5 Sanctions for years 1 - 6

- If a child demonstrates low level disruption or "off task" behaviour, a verbal warning will be given.
- If a child is talking, messing around, refusing to work, is rude, disrupting the lesson etc. then a yellow warning card gets placed on the desk in front of them. This will act as a reminder to the child that they must change and improve their behaviour.
- If a child improves their behaviour they can then earn the yellow card back. The yellow card can then be removed from the table.
- If a child continues to misbehave the yellow card is exchanged for a red card.
- If a child has a yellow card on their desk at the end of the session, they lose 1 point from their behaviour points. If they have a red card they lose 2 points.
- If a child's behaviour is aggressive, violent or involves extremely poor language choices then the SLT/learning mentors should be informed and come and support the child in the class or remove them if necessary.

- If a child receives a red card this is logged on the school system and they are monitored closely.
- If a child receives a red card at playtime or lunchtime then a letter is sent home to inform their parents. If 3 staged letters are sent home within one term the child has to participate in supervised social skills club at lunchtime for 6 weeks.
- Children may also be asked to remain inside at breaktimes and complete class work that has been missed or discuss their behaviour. This may be with a class teacher or member of SLT
- If a child ends the week on 22 points or less they will be spoken to by Mrs Law on a Friday afternoon. Their parents will also be informed by either the class teacher, relevant Leader of Learning or Mr Budge
- If a child has ended the week on 22 points or less for four weeks, a behaviour report card will be completed the following week. This will usually be within one term.

Behaviour Charts

- If a child has identified barriers to consistently keeping points each week, an alternative method of tracking days where all points have been kept may be implemented to ensure a child can work towards RAPS badges
- A visual representation of each day where points are kept will be held in the classroom, enabling a child to work towards 15 days (which do not have to be consecutive). When 15 days have been achieved, the child can earn a Chilton badge.

Behaviour Cards:

- A behaviour card will be issued if a child has 4 weeks with 22 points or less within a term.
- Behaviour cards can also be deemed necessary for other incidence of consistently poor behaviour.
- Both class and / or playground behaviour cards may be issued.
- A grade of 1-4 is awarded for behaviour for each session throughout the day (class) or each break time session throughout the day. 1 is awarded for outstanding behaviour with 4 being the lowest grade possible.
- The card must be signed by a member of SLT at the end of each day. Failure to do this results in an automatic 4 for the next day.
- If a child receives a 4, parents are informed by the class teacher
- Any 4's on the card result in the behaviour card continuing for another week
- Three 4's in a day or four 4's in a week result in an internal exclusion
- Each new term is a "fresh start"
- Parents will be informed should their child be "at risk" of being placed on a behaviour card.

Catch Me Being Good Cards

- These may be used for children who would benefit from the promotion of good choices over the sanctions associated with a behaviour card
- Cards are separated in to boxes and staff members sign boxes when a child displays excellent behaviour
- When the card is completed, a prize is earned from a member of SLT
- A child may be asked to bring the card to a member of SLT at the end of each day

Consistent or repetitive Playground Issues:

- Children may be placed within a lunchtime group away from the playground for a fixed period should there be consistent and repetitive issues with behaviour on the playground
- This will be managed by members of SLT
- Additional lunchtime arrangements may also be made for children struggling with social interactions, resulting in issues with their behaviour on the playground. These will be formed in response to the needs of the children
- During the Covid-19 pandemic, the best course of action will be to try to keep children outdoors. Separate outdoor areas may be used for groupings such as these

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy.

Please refer to our child protections and managing allegations policy for more information on responding to allegations. The Head of School will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating and calm environment that encourages pupils to be engaged
- Display and consistently enforce the school rules, values, safety and playground codes.
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning

- Establishing clear routines and expectations
- Communicating expectations of behaviour in ways other than verbally
- Highlighting, praising and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement consistently
- Using reward and sanction consistently and fairly
- Establishing a shared ownership of class behaviour and conduct - in the classroom and around the school

14.2 Use of Reasonable Force

In line with DfE Advice [Use of Reasonable Force](#)

Kate Law (Head of School) and Hannah Cheshire (Deputy Head) are members of staff trained in the use of physical intervention and restraint via Team Teach.

De-escalation techniques should be employed before physical restraint is considered.

In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (serious incident log form)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour on induction and regularly throughout the school year as part of continued professional development. Particular training is given to Early Career Teachers and staff working with children with identified barriers. 'Team Teach' training for members of SLT is renewed every three years.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and governing body every year. It will be updated and reviewed in line with any changes to DFE guidance. It will be reviewed and adjusted in response to any guidance issued in relation to the Covid-19 pandemic and associated Health and Safety practices.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection
- Anti-Bullying
- Acceptable Use
- Use of Mobile and Smart Technology and Social Media

13 Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

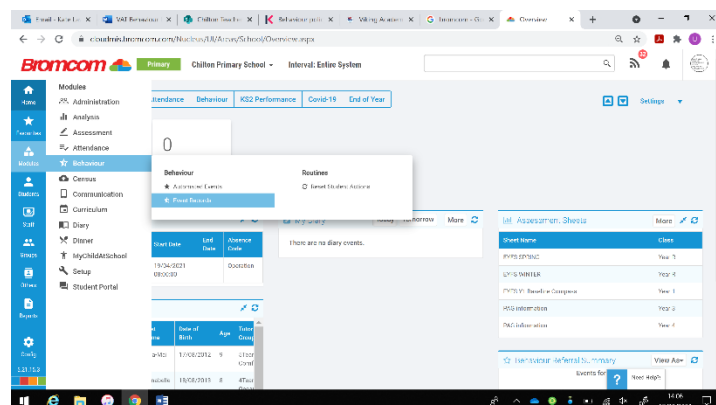
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

14 Links to Key Survey Forms:

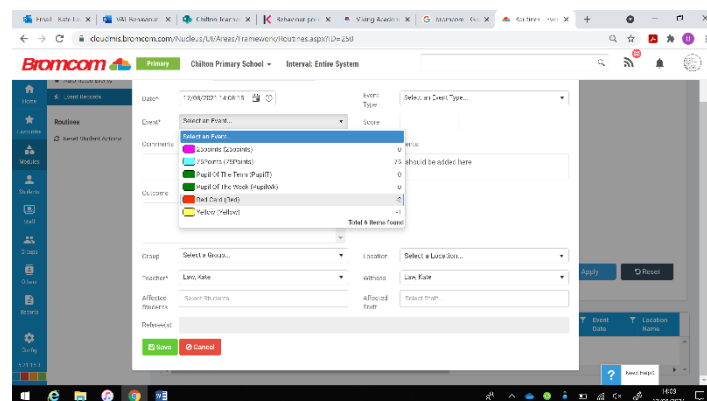
- [Serious Incident Report](#)
- [Racial Incident](#)
- [Bullying Incident](#)

Appendix 1: Recording behaviour incidents (red and yellow cards on Bromcom)

Go to Modules, Behaviour, Event Records



Select New Behaviour Entry and completed details - only add comments to the 'Internal Comments' section and click save when completed.



- Behaviour Tracking is transferred electronically to an excel document which is shared with teaching staff every three weeks.

- Red card notifications are sent by email to Nick Budge (Head of School) as part of the monitoring process
- Lost points are monitored via Bromcom each Friday by Nick Budge (Head of School) or Deputy -Hanna Beech