

Parent/Carer guide: Behaviour

A guide to the academy's policies and procedures and some tips and hints to try at home

Everyone at Ramsden agrees to abide by our Code of Conduct :

**We keep each other safe
We help each other learn
We look after our school**

We believe in a positive atmosphere so we focus on **positive or successful outcomes.**



Rewards and Praise

We try to give two positive comments to one negative

What we reward

Supporting the Code of conduct
Other positive contributions to the school and wider community
Supporting and helping others
Students making a change/improvement in behaviour

Praise can be given in many different ways e.g:

A quiet word or encouraging smile.
'Thumbs up' or 'OK' gesture
Phone Call/ Certificates/Post cards sent home
Points and Trip tokens
Sleuth Positive log/Lottery Slip
A visit to a member of staff for immediate verbal praise.

At home:

- * Give small rewards for the boys for good reports from school
- * Tell them when you're pleased with them

Positive behaviour

We **reward** positive behaviour where possible, putting in clear logical **consequences** for anti-social or unacceptable behaviour.

Our children respond to:

- assertiveness
- consistency
- confidence

They gain security from:

- routine
- structure
- limits which result in physical and emotional safety.

Our children like to know where they stand and that limits and boundaries are firm, consistent and controlled.

At home:

- * Try to have a routine and stick to it as far as possible
- * Only promise things you can do and stick to them



Senior and Graduate status

Students in Y10 and Y11 can be awarded Senior (Y10) or Graduate (Y11) status.

This is to reward continued positive behaviour and effort in lessons and brings several privileges, including priority at lunch and tuck times, different uniform for Seniors, and no uniform for Graduates

Restrictive Physical Interventions

At Ramsden Hall Academy every member of teaching staff, LSA, Residential staff and support staff where receives 'Step Up' safe restraint training in line with the Essex Steps guidelines.

The use of Restrictive Physical Intervention is only required for the following reasons:

- To prevent harm to self
- To prevent harm to others
- To prevent damage to property

Any incident of Restrictive Physical Intervention (RPI) is accurately logged by the members of staff involved and any potential witnesses. The parents/carers of the student involved are informed by telephone within 24hrs. A student debrief takes place using a restorative approach



Consequences

We deal with negative behaviour following these principles:

- Fair not the same
- Certainty not severity
- Positive outcome not consequence

We believe that educational consequences should be used to help students think about their negative behaviour and make better choices in the future.

Consequences might include:

- Completing tasks e.g. learning missed
- Removal of privileges
- Assisting with repairs when damage has been committed to property.
- Educational opportunities
- Research e.g. finding out the cost of a pane of glass and what that money could have been used for.
- Restorative meeting
- Activities or after school detention
- Increased staff support

Exclusions are used as a last resort and will only happen when safety of students and/or staff is at risk.

At home:

- * *Limit the time they can spend doing what they like - take away phones or computer equipment and let them earn it back.*

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