

Rakegate Primary School



Behaviour & Discipline Policy

The Vision

We will provide a safe, happy and creative environment in which school and families can work together to enable the children to learn effectively. We believe all children can reach their full potential by equipping them with the skills and knowledge required for a rapidly changing world.

Throughout their time at Rakegate, we will be installing the values of: Respect, Ambition, Curiosity and Health.

Our Values

Respectful

Accepting of others Patience Kind Caring
Compassionate Manners Trust Listening

Ambitious

Enthusiasm Passion Aim high Endurance Trying something new
Don't give up Believe in yourself Encouraging others

Curiosity

Ask questions Love of learning Independent
Motivated Thirst for knowledge Resourceful

Healthy

Healthy minds Healthy bodies Safe
Digitally Aware

Governors

Governors have a responsibility towards discipline. They must:

- agree general principles in written statement
- periodically review the policy and procedures
- consult with the Headteacher and parents/carers before revising the policy
- take account of comments by Headteacher
- give guidance to Headteacher
- ensure school follows the policies

The School Rules

1. We listen and follow instructions.
2. We work without disturbing others.
3. We are always polite and respect others.
4. We look after property and belongings.

Objectives

1) Respect for self

- to have due regard for appearance
- to have pride in work, class, school
- to be well-motivated
- to have independence in work
- to have self-control and discipline
- to be secure and have controlled self-confidence

2) Respect for others

- to have respect for adults, including teachers, supervisory assistants and visitors to the school – to be well mannered, courteous and polite
- to be co-operative to both adults and peer group including respect for others' speech and developing an ability to listen
- to be empathetic – caring
- to be tolerant of others whatever sex or race
- to be helpful
- to be safety conscious
- to treat others as you would like to be treated yourself and to avoid name calling, whether in fun or seriousness

3) Respect for community and property

- respect for own, or other people's, school and community property
- to observe safety regulations
- to care for the environment – class, school and community

Guidelines

It is important for:

- **all staff** in a school to know the rules and objectives.
- parents to be made aware of rules through the school prospectus and reminders on occasions in letters sent home and through home/school agreement
- children to be reminded of rules by class teachers and through assemblies

It is also important that the adults around school portray a good role model in abiding by the same rules and by their attitudes towards one another. When rules are given it is important to make it clear why rules are necessary.

The policies in this document apply equally to on-school activities and off-site activities.

1) Respect for self

- Staff should encourage school uniform in own classes – praising the good and quietly discouraging those not in school uniform, with due regard for dress associated with religious convention.
- to have pride in work, class and school.

2. Respect for Others

- Respect should be shown by all children to all adults in school. Any signs of politeness should be rewarded by praise and reminders should be given to those forgetting. Please, thank you, waiting for adults, not interrupting – just some of the social conventions which should be evident throughout the school.
- Respect to peer group. Children should realise that it is their responsibility to share knowledge about bullying, racial or social harassment and be clear that such behaviour is a serious offence against the school community.
- Respect for community and property.

We expect all staff to:

- Have high expectations of all children
- have clear rules – make them explicit (classroom organisation)
- are firm but fair
- avoid confrontations
- when they punish children they allow opportunities for the child to save face
- do not publicly reprimand children
- like and respect children
- are good humoured and trusting

Staff Responsibility and Monitoring

In accordance with the statements in this document:

All staff will have responsibility for the management of classroom behaviour, and share responsibility for the behaviour of children around the school (e.g. walking around the school, good manners etc). Some children may require an individual behaviour plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained. Lunchtime staff are expected to manage and support behaviour at lunchtimes. The Headteacher will support and monitor pupil behaviour at all times, and will liaise with staff and parents whenever required.

Encouraging good behaviour

We promote good behaviour by:

- making positive remarks about everyday acts of consideration
- encouraging older children to look after younger ones
- devoting teaching time to issues of mutual respect
- drawing good behaviour to the attention of others
- giving rewards
- developing good role models and giving these a high profile through the school (peer mentors, monitors etc.)

Strategies that may be used to promote good behaviour

- Use signals to encourage good behaviour e.g. hand signals/clapping patterns
- Verbal reminders that are anonymous (e.g. 'We are just waiting for 3 children to....')
- Positive praise for children who are displaying behaviour looked for (e.g. 'Well done X and X. I can see you are.....')
- Ensure that a stated course of action is followed up
- Keeping your tone of voice low when addressing misbehaviour
- Helping the child to 'save face' in front of others to avoid escalation of poor behaviour
- Reflection time (to think about behaviour) and then opportunity to make amends

Rewards

We aim to be positive in our approach and to notice and reward good behaviour. A range of rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and in the school as a whole. Rewards include:

- System of rewards in own class e.g. planet point charts, children's own individual reward card, stickers, star/pupil/child of the day
- Headteacher stickers/wrist bands or Deputy Headteacher stickers
- Weekly WOW certificates awarded in assembly for achievement
- WOW work displayed in classrooms
- Communication to parents/carers about good work through Marvellous Me
- Behaviour awards at the end of each half term
- Lunchtime supervisor stickers
- Positive reinforcement through social communication – smile – quietly noticing and remarking on something good to the child
- Golden Time
- Hot Chocolate Friday
- Half termly postcards home

Planet Points

A system of planet points operates across the school. Each child will be allocated to a planet group to work collaboratively to collect and earn points as a team. The planet groups are: Jupiter (yellow), Mars (red), Saturn (green) and Venus (blue). Points are collected weekly and the winning planet group is awarded the planet trophy on Friday. At the end of each half term, the planet with the most points is awarded with an own clothes day. It is intended to reward positive attitudes and behaviours and encourage good manners in all aspects of school life.

In particular, planet points can be awarded for:

- Positive attitudes, behaviours and effort in learning (staying on positive stage all day)
- Positive attitudes, behaviours and effort in school activities, e.g. sporting event, trips and visits, sporting events, charity events etc.
- Displaying the school values

Behaviour Traffic Light System

Each class uses a behaviour chart to track children's behaviour. We use a red, amber and green traffic light system for behaviour. This is a positive behaviour strategy to enforce our school rules, and to ensure a safe and positive learning environment. Within each classroom there is a chart displaying all children's names.

- At the beginning of each week, all children start with 30 minutes of Golden Time.
- Each day the children start on the positive stage, green. (By staying on green, this indicates a consistent following of the school and class rules.)
- If children remain consistently green over a week, they will receive 30 minutes golden time.

Occasionally, children will need a reminder of the behavioural expectations in school which could lead to them receiving a warning or moving to amber or red, depending on the severity of the incident. If behaviour is at the extreme level as stated below, this should be referred to a member of the Senior Leadership Team. Please see a guidance list below for examples of each level. (This is not an exhaustive list and can be left to staff's own professional judgement of the situation)

- If a child moves to an amber or a red stage, staff will need to complete a behaviour form for the incident.
- For Amber stage, children will lose 5 minutes of Golden Time and for Red stage, children will lose 10 minutes.
- Children will have the opportunity to earn back their green status within the school day, according to the severity of the incident, and restore their golden time however the record form will still be kept in place. (e.g. a child moving from amber to green receives all golden time back, a child moving from red to amber receives 5 minutes back)

Sanctions

Verbal warning

- Out of seat
- Calling out
- Not listening/ paying attention
- Pushing others
- Running indoors
- Refusing to work
- Persistent talking

Range of Possible Sanctions

- Informal gesture: eye contact, frown, gesture.
- A private reminder about the behaviour we wish to see - inviting them to make the right choice.
- Move to amber on the behaviour chart if these actions are persistent.

Movement to amber (Adult completes amber behaviour form)

- Distracts others
- Throwing objects
- Mild physical contact
- Talking at an inappropriate time, or asking inappropriate questions to disrupt
- Hides work or resources
- Interferes with other's property
- Minor deliberate damage
- Leaves the room without permission
- Telling lies
- Rough play

Range of Possible Sanctions

- Lose part of break or lunchtime
- Missing part of golden time
- Isolate in class
- Report to phase leader
- Movement on the behaviour chart to amber
- Repeated incidences can be escalated to red

Movement to red (Adult completes red behaviour form)

- Uses obscene words to offend
- Causes hurt intentionally
- Verbal abuse of adults
- Answering back or constantly questioning adults' decision
- Refuses to obey instruction
- Destroys own/others' work
- Insulting, name calling including racist and homophobic language
- Damage to property or equipment
- Threatening behaviour
- Bullying or stealing

Range of Possible Sanctions

- Missing part of golden time
- Isolate in other year group class
- Report to phase leader
- Sent to AHT/DHT/HT
- Child put onto a daily behaviour chart
- Loss of whole of playtime or lunchtime
- Parents informed depending on severity
- Temporary internal exclusion from the class

Extreme level (Adult completes behaviour form)

- Physical or violent behaviour
- Sexualised behaviour or assault
- Serious damage to property
- Carrying a weapon with the intention to wound (e.g. knife)
- Persistent bullying including sexist, homophobic, racist threats and abuse
- Carrying, supplying or abusing drugs

Range of Possible Sanctions

- Sent to AHT/DHT/HT
- Meeting with parents
- Internal exclusion
- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion

Reporting

During the week, teachers and support staff complete amber and red behaviour record sheets and send to office to the office each Friday to be uploaded to SIMs. SLT to complete any extreme records and upload directly to SIMs. This is then analysed by the SLT to track patterns in behaviour and implement appropriate interventions. This information is reported to the Governing Body termly.

Zones of Regulation

What are Zones of Regulation?

The Zones of Regulation is a framework which supports children to self-regulate their emotions. Self-regulation can go by other names such as self-control, self-management and impulse control. This approach is designed to help children recognise when they are in the different zones, as well as learn strategies to change or stay in the zone they are in. Children learn that they will go in and out of Zones throughout a day / week and this is normal to experience. In addition to this, a child will gain an increased vocabulary of emotional terms, skills in reading other's facial expressions, insight into incidents that trigger an emotional response, calming and alerting strategies and problem solving skills.

The Zones assist children to recognise how they are feeling and their level of alertness at this time by categorising this into one of four coloured zones - green, blue, yellow and red. Each coloured zone has emotions associated with it which children can use to reflect on how they are feeling. Each coloured zone has associated tools/strategies which support children to be able to self-regulate and manage their emotions.

Green Zone - Ready to learn. The Green Zone describes a calm state of alertness and neutral emotions. A person may be described as happy, focused, content, or ready to learn.

Blue Zone - Running slow. The Blue Zone describes low states of alertness and feelings, such as when one feels sad, tired, sick, or bored.

Yellow Zone – Caution. The Yellow Zone describes a heightened state of alertness and elevated emotions; however, one has some control. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

Red Zone - Stop The Red Zone describes extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror. A person may be described as "out of control."

All children will be introduced to the Zones of Regulation in class. Children will be encouraged to reflect on which zones they are in at particular points in a day and which strategies they can use to get back to the green zone (ready to learn).

Regulation Station

Each classroom will have a 'Regulation Station' which all children have the opportunity to access for five minutes if they feel that they need support to self-regulate their emotions. A number of resources will be available for them to use.

How can I support my child at home?

To support our work in school on developing emotional regulation, we would encourage you to discuss this at home too. Here are some ideas of questions you might like to use at home:

- *Which zone are you in?*
- *What tools/strategies could you use to get back into the green zone?*
- *Tell me about a time you were in the red zone and how you dealt with it.*
- *How would you support someone who is in the red/blue/yellow zone?*

Children with specific needs

Children who have particular needs or difficulties may have additional support and individualised behaviour/positive handling plans to encourage and develop good behaviour. This will however, still sit within our whole school guidelines.

Assaults on Staff

In the unlikely event of staff being assaulted the Governing Body is fully supportive of staff in the course of their duty and would wish to encourage staff to report and such incidents of physical/verbal assault.

- Teachers complete an incident report form available from the main office.
- The assaults will be reported to the Governing Body.

Exclusions

In certain circumstances where all other avenues have been explored, exclusion may be used. Wolverhampton LA procedures and DFE Guidance September 2017 will then be followed. Where a

child's behaviour is deliberately aggressive, either verbally or physically, the Headteacher and Governing Body reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation. Reasons for exclusion include:

- Physical assault against a pupil,
- Physical assault against an adult,
- Verbal abuse/threatening behaviour against a pupil,
- Verbal abuse/threatening behaviour against an adult,
- Bullying,
- Racist abuse,
- Sexual misconduct,
- Drug and alcohol related,
- Damage,
- Theft,
- Persistent disruptive behaviour.

This list is not exhaustive and may include other behaviours not listed e.g.: persistent daily disruption, swearing etc.

Review

The discipline policy will be reviewed by the Governing Body every 3 years unless changes or amendments need to be made during that time. The policy will be published on the school website.

Related Policies

Anti-bullying Policy
Positive Handling Policy
Child Protection
Safeguarding

Approved:

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Date: _____

Appendix 1 – Supporting Principles and Practice

Use of Force – The school has adopted the Team Teach approach to managing children (see Positive Handling Policy)

Firm section 55A of the Education Act 196: The use of force to control or restrain pupil: See Circular, 10/98 for further guidance from DFEE.

- This Act does **NOT** allow for the use of corporal punishment in the school
- The law **Forbids** a teacher to use any degree of physical contact which is deliberate to punish a pupil
- If there is a child in school who is likely to behave in a way that may require control then it would be sensible to plan for this.

When reasonable force can be used - The school has adopted the Team Teach approach to managing children (see Positive Handling Policy)

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline on a field trip, swimming etc)

Defusing Anger – Dealing with Conflict

We aim to adopt the 'Team Teach' approach

- Listen actively
- Acknowledge the other person's distress, "I can see that you are upset."
- Don't become defensive, argue, excuses, express your desire to help the problem/issue, "I am here to help."
- Stay calm and be aware of your body language, use a normal tone of voice and a calming approach.
- Ask appropriate questions to get the facts, "Talk and I will listen."
- Demonstrate understanding, "It sounds like this has been bothering you for some time".
- Once the other person has become calm, move on to solve the problem, giving information, suggesting solutions etc.

NB Distress makes it difficult for people to listen. Deal with the distress first, then move on to using reason to deal with the issues.

Coping with Confrontations

- Be aware of your own flashpoints. Each day remind yourself not to over-react.
- Watch your own body language – is it threatening?
- Remain calm, control your anger
- Speak with quiet authority – do not shout, plead, threaten or use sarcasm.

- Try to have a quiet, private word with the pupil without an audience. Pupils appreciate this.
- Explain your role and reasons
- Avoid being drawn into arguments – you decide what is the important issue.
- Avoid competing with children where they have the edge, e.g. chasing them
- Only condemn the action not the child e.g. “Kicking is really naughty” not “You are really naughty”.
- Describe what you think and feel e.g. “I do not like to see people being hurt” rather than “You” statements e.g. “ You have made me cross”
- Give the pupil chance to back down or to make amends.
- Treat all pupils fairly, whatever their reputations
- Do not feel pressurised to make snap decisions or hand out instant punishments, let things cool.