

Rakegate Primary School



Behaviour & Discipline Policy

I. Mission Statement

Rakegate Primary School is a happy, caring, community school which enables all children to develop their full potential academically, socially, spiritually and morally in a safe environment. We believe all children should experience an environment that engenders positive attitudes and respect towards one another and the world in which we live

Working Together to Achieve our Best

II. Aims of School

Equal Opportunities - to ensure all pupils, irrespective of gender, ability, ethnicity and social circumstance, have full access to a stimulating curriculum and environment thus making the greatest possible progress.

Curriculum - to provide a broad and balanced curriculum which meets National Curriculum guidelines, that promotes high levels of individual achievement through the use of a wide range of learning and assessment strategies and appropriate resources.

Moral, Spiritual, Cultural - to develop an understanding and caring attitude to the world in which we live. To value and empathise with the world. To value and empathise with its diversity and appreciate the differences between each other. To become aware of moral values and to develop an awareness of oneself.

Independent Learning - to develop independent learners who are self-disciplined, show a sense of responsibility and a motivation to learn.

Community - to foster a mutual trust and understanding with parents/carers and the local community through contact with local churches, schools, community groups etc. To provide opportunities to share and celebrate the life of the school and its achievements.

III. 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

IV. 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.

V. Objectives

1) Respect for self

- a) to have due regard for appearance
- b) to have pride in work, class, school
- c) to be well-motivated
- d) to have independence in work
- e) to have self-control and discipline
- f) to be secure and have controlled self-confidence

2) Respect for others

- a) to have respect for adults, including teachers, supervisory assistants and visitors to the school - to be well mannered, courteous and polite.
- b) to be obedient.
- c) to be co-operative to both adults and peer group including respect for others' speech and developing an ability to listen.
- d) to be empathetic - caring
- e) to be tolerant of others whatever sex or race.
- f) to be helpful.
- g) to be safety conscious.
- h) 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

- a) respect for own, or other people's, school and community property.
- b) to observe safety regulations
- c) to care for the environment - class, school and community.

IV Guidelines

It is important for:

- A) **all staff** in a school to know the rules and objectives.
- B) parents to be made aware of rules through the school prospectus and reminders on occasions in letters sent home and through home/school agreement.
- C) 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

- a) 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.
- b) to have pride in work, class and school

2. Respect for Others

- a) 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.
- b) 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.

3. Respect for community and property

Rewards

- a) System of rewards in own class e.g. planet point charts, children's own individual reward card, stickers
- b) Headteacher stickers/wrist bands or Deputy Headteacher stickers
- c) Weekly WOW certificates awarded in assembly for achievement
- d) WOW work displayed in entrance hall
- e) Communication to parents/carers about good work through Marvellous Me
- f) Attendance awards - at end of each term
- g) Lunchtime supervisor stickers
- h) Positive reinforcement through social communication - smile - quietly noticing and remarking on something good to the child.
- i) Golden Time
- j) Hot Chocolate Friday
- k) Half termly postcards home

Sanctions

- a) Assertive Discipline - children follow 'consequences through stages' related to their actions.
- b) infants - children to go to designated area at playtimes for poor behaviour in class or not finishing work
- c) excluded from dinnertime after consistent poor behaviour (3 warnings from Head teacher) - liaison with parents/carers in first place.
- d) liaison with parents/cares
 - re consistent aggressive behaviour
 - report system to emphasise good behaviour

- re damage to property
- e) isolate within the classroom
- f) remove away from class (but do not leave unsupervised)
- g) ask a member of the leadership team or Learning Mentor to remove child
- h) where there are continued infringements, especially with regard to safety of other pupils and staff, the Headteacher may exclude. (See Exclusion section)
- i) If particular problems in a year group more specific rules will be issued.

Overall discipline

- a) Staff see children out at playtimes, dinnertimes, end of day
 - 2 teachers on duty KS2
 - 1 teacher on duty KS1 and 1 support staff
 - Support staff in KS2 corridor duty

- b) Playgrounds

System for coming in:

Infants: line up on playground from walk in with class teacher to classroom
 Juniors: Line up at the appropriate doors - Y3/4 door and Y5/6 door and enter a class at a time.

- c) No entry back into school without permission
- d) Walking around school - quiet lines on left-hand side of the corridor

Assertive Discipline Stages

Stage 1 - Warning and name moved to stage one on class behaviour chart

Stage 2 - Complete stage 2 form in class detailing the rule broken, lose 5 minutes Golden Time and name moved to stage two on class behaviour chart

Stage 3 - Complete stage 3 form in a different classroom detailing the rule broken and reasons why, lose 15 minutes Golden Time and name moved to stage three on class behaviour chart.

Stage 4 - Child sent to headteacher, complete stage 4 form detailing the rule broken and write a letter of apology for their actions, lose 30 minutes Golden Time and name moved to stage four on class behaviour chart.

Stage 5 - Complete stage 5 form with headteacher detailing the rule broken, lose 30 minutes Golden Time and name moved to stage five on class behaviour chart. Headteacher contact parent/carers and child kept in isolation until a meeting has been held in school.

Stages should be escalated from a Stage 1 upwards and are not carried from one day to the next. Where an incident is more serious e.g. fighting, this would automatically be escalated to a Stage 3.

Classrooms

In the best classes teachers:

- a) assume children want to work
- b) have clear rules - made them explicit (classroom organisation)
- c) are firm
- d) do not have favourites (children quick to see unfairness)
- e) avoid confrontations
- f) when they punish children they allow opportunities for the child to save face.
- g) do not publicly denigrate children
- h) are optimistic about children
- i) perceive all children as contributors
- j) like and respect children
- k) are good humoured and trusting
- l) enjoy meeting children outside the classroom
- m) do not shout at children

Lunchtime Supervisory Assistants

The assistants are to be shown respect by staff and pupils alike.

The best supervisors will:

- a) assume children want to behave
- b) have clear rules - made them explicit
- c) are firm
- d) do not have favourites (children quick to see unfairness)
- e) avoid confrontations
- f) when they punish children they allow opportunities for the child to save face.
- g) do not publicly denigrate children
- h) are optimistic about children
- i) perceive all children as contributors
- j) like and respect children
- k) are good humoured and trusting
- l) enjoy meeting, talking and playing with children
- m) do not shout at children

Reporting

Each Friday teachers complete a class behaviour record and send to office to be uploaded to Sims. This is then analysed by the SLT to track patterns in behaviour and implement appropriate interventions.

Assaults on Staff

Policy Statement of the Governing Body

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.

- a) Teachers are encouraged to use the existing mechanism for reporting assaults. An incident report form is available in Headteacher's office.

- b) The assaults will be reported to the Governing Body.
- c) Physical assaults will be reported to the police.

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.

The following are regarded as serious incidents which could result in an exclusion, but this list is not exhaustive and may include other behaviours not listed e.g.: persistent daily disruption, bullying, deliberate hurting, swearing, vandalism in any form and theft.

- Serious damage to property
- Assaulting another child
- Throwing Furniture
- Assaulting a member of staff

Review

The discipline policy will be reviewed each year usually in September by staff and after the policy will be brought to the attention of pupils and parents.

Related Policies

Anti-bullying Policy
Positive Handling Policy

Approved:

Signed: _____ Chair of Governors

Signed: _____ Headteacher

15.03.18

Appendix 1 – Supporting Principles and Practice

Mediating in Conflict between Children

- a) Decide whether you need to intervene
- b) Keep calm and have an open mind
- c) Separate the opposing parties, using Team Teach methods, when appropriate
- d) Move away from an audience or the audience away
- e) Give time for both sides to calm down
- f) Give each a chance to speak without interruption
- g) Ask what happened and how they felt
- h) Ask how they are feeling now and what they want now
- i) Ask them to come up with solution they both feel happy about

Rewards

- a) Smile
- b) Verbal Praise
- c) Planet points
- d) Hand Shake
- e) Stickers – reward card
- f) Achievement certificate in assembly
- g) Golden Time
- h) Hot Chocolate Friday
- i) Postcards home
- j) Choosing an activity/partner/time
- k) Give child a responsibility or trust to do a job in school
- l) Message home through Marvellous Me for good behaviour/positive attitude/improvements etc.

Rewards should be:

- a) Strong enough
- b) Consistently applied
- c) As immediate as possible
- d) Effective/relevant to the child
- e) Never taken away
- f) Achievable

Teamwork

- a) Everyone should know their role and responsibilities
- b) Everyone should know emergency procedures.
- c) Everyone should feel that they can seek support from other members of the team without being criticised. May need practical help or to acknowledge feelings.
- d) Everyone should know the expectations concerning standards of behaviour, the rules, rewards and available sanctions.

- e) The team approach must be consistent.
- f) Children should know the names of adults working with them.
- g) Children should see all adults treated with respect by other adults

Guidelines to effective Punishment

- a) Is the punishment really a punishment?
- b) Is the punishment applied consistently?
- c) Is the punishment immediate enough?
- d) Does the pupil know what they are being punished for?
- e) Does the punishment fit the crime?
- f) Is the punishment fair?
- g) Is the punishment applied calmly?

The Elton Committee members summarised the effective use of punishment as:

"being firm rather than aggressive, targeting the right pupil, criticizing the behaviour not the person using private rather than public reprimands, being fair and consistent and avoiding sarcasm and idle threats".

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.