

Rakegate Primary School



Behaviour & Discipline Policy

I. 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.

II. 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

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

- 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

VI 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. 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

Sanctions

Use of the behaviour chart to track children's behaviour/stage. Children all start on positive stage each morning. For children who consistently behave, they will remain on the positive stage which will count towards their golden time at the end of the week. If during the day, a child has to be warned for their inappropriate behaviour, they will move to the negative stages on the chart (starting with a warning and then to a consequence if the poor behaviour persists).

Level 1

- Out of seat
- Rocking on seat, slouching
- Calling out
- Not listening/ paying attention
- Pushing others
- Running indoors
- Refusing to work

Range of Possible Sanctions

- Informal gesture: eye contact, frown, gesture.
- Moving the child to a different seat.
- A private reminder about the behaviour we wish to see- inviting them to make the right choice.
- Repetition of task/ completion of work in own time.
- o Movement on the behaviour chart / warning.

Persistent Level 1 & Level 2

- Distracts others
- Throwing objects
- Inappropriate physical contact, e.g. poking, flicking, pulling hair,
- Complains or mutters
- 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

- 5 minutes off playtime or lunch time on reflection zone.
- Missing part of golden time.
- Isolate in class.
- KS2 complete reflection sheet.
- Report to phase leader to deal with.
- Missing whole/ part of a breaktime or lunchtime for reflection.

Persistent Level 2 & Level 3

- Encourages others to misbehave
- 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 work
- Destroys others' work
- Insulting, name calling including racist and homophobic language
- Damage to property or equipment
- Threatening behaviour
- Bullying
- Stealing

Range of Possible Sanctions

- Missing part of golden time.
- Isolate in other year group class.
- Sent to AHT/DHT - recorded in Behaviour Book/SIMs.
- Child put onto behaviour chart.
- Loss of whole of Playtime or Lunchtime.
- Parents informed.
- Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology.
- Temporary internal exclusion from the class.

Persistent Level 3 & Level 4

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

Range of Possible Sanctions

- Sent to AHT/DHT/HT - recorded in Behaviour Book/SIMs. Meeting with parents.
- Temporary exclusion.
- Lunchtime exclusion.
- Permanent exclusion.

Children with specific needs

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

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

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 are encouraged to use the existing mechanism for reporting assaults. An incident report form is available in Headteacher's 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 or violent behaviour
- Sexualised behaviour or assault
- Serious damage to property (e.g. vandalism)
- Carrying a weapon with the intention to wound (e.g. knife)
- Persistent bullying including homophobic, racist threats and abuse
- Carrying, supplying or abusing drugs

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 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

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.