

RICE LANE PRIMARY SCHOOL



Behaviour and Discipline Policy

Policy agreed by Governing Board: 2nd November 2021

Signed:  Chair of Governing Board

Review Date: OCTOBER 2022

BEHAVIOUR AND DISCIPLINE POLICY

AIMS

At Rice Lane Primary School, we aim to build a successful learning community with a commitment to excellence. We want our children to develop into enthusiastic, motivated and resilient learners in a safe, secure and stimulating environment where each child can display their uniqueness while showing respect to other children, adults and property.

All staff will set high standards, be a role model for good behaviour, apply rule expectations, rewards and sanctions fairly and consistently.

Staff will help the children to develop:

- Into responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- As Pupils' who understand the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- A set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Their confidence, resilience and knowledge so that they can keep themselves mentally healthy (as outlined by Ofsted under the 2019 framework- Inspecting Personal Development).

Through our school motto of **'Be Happy Together, Believe Together, Achieve Together'**, we will work collaboratively with parents/carers, so that children receive consistent messages about what is good behaviour at home and school. The cooperation and support of parents/carers is fundamental to ensuring that children develop into successful and respectful learners.

We will promote positive relationships through:

- Positive, courteous relationships between everyone and at every level
- Promotion of good manners
- Addressing bad manners

EXPECTATIONS

Our aim is to establish an enabling learning environment that promotes positive behaviours and relationships, where children treat each other with care and respect. All children will be expected to follow and comply with our Code of Conduct:

At RICE LANE we will be:

- Respectful
- Independent
- Creative & Critical
- Enthusiastic
- Listeners
- Achievers
- Nurturing
- Engaged Learners

STRATEGIES FOR ACHIEVING GOOD BEHAVIOUR

1. The school rules will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
5. A clear system of rewards and sanctions will be used consistently, sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Appropriate training will be provided for all staff to ensure a consistent approach to the management of good behaviour for effective learning.
8. Where a member of staff is unable to cope with a behaviour issue or problem, they will discuss it with the Senior Leadership Team who will agree an appropriate strategy of help and support.
9. The head teacher will involve parents at an early stage where a learner is experiencing difficulties with behaviour.
10. When there is a serious problem with a pupil's behaviour, the head teacher will, where appropriate, involve appropriate outside agencies.
11. In extreme cases, a learner's poor behaviour or failure to respond to help, support and appropriate sanctions may result in the pupil being excluded from school by the head teacher in accordance with Local Authority's Exclusion Guidance.

REWARDS AND SANCTIONS

We want all of our children to show outstanding behaviour at all times. To ensure that this happens, we have a rewards and sanctions system that has been developed by both staff and children and is fair and consistent to everyone.

• Rewards:

We will always reward all children who show the behaviours outlined in our Code of Conduct (RICE LANE). The rewards system provides many opportunities for pupils to be rewarded for outstanding behaviour.

Our reward system includes:

- Praise
- Stickers
- Certificates
- Head teacher awards
- Work being displayed and celebrated
- Class dojo points which lead to golden time, half termly behaviour celebrations and bronze, silver, gold and platinum awards.

Children in Reception (R) and KS1 must achieve 10 Dojos to take part in weekly Golden Time.

Children in KS2 must achieve 20 Dojos to take part in weekly Golden Time.

Children who have less than 5 Negative Dojos will attend a half termly behaviour celebration.

A bronze award will be achieved when 100 Dojos have been earned (KS2); 50 (R and KS1).

A silver award will be achieved when 260 Dojos have been earned (KS2); 130 (R and KS1).

A gold award will be achieved when 500 Dojos have been earned (KS2); 250 (R and KS1).

A platinum award will be achieved when 1000 Dojos have been earned (KS2); 500 (R and KS1).

• **Sanctions:**

Sometimes it is necessary to implement a sanction in order to stop and change a child's behaviour. At Rice Lane Primary School, we provide a fair and consistent approach (see Appendix A) that gives all our children the opportunity to reflect on their behaviour in order for them to be able to change it in a positive way. We always encourage our children to be responsible for their own behaviour and our sanctions system helps them to do this.

If parents have any concern about the way that their child has been disciplined, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader, who may refer the concern to the SENCO, Deputy Headteacher and/or Headteacher. If matters have still not been successfully resolved, parents may approach the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See Complaints Policy and Procedures).

CHALLENGING BEHAVIOUR

Appropriate action will be taken for instances of persistent behaviour of an unacceptable nature, particularly aggression. Staff are aware that there may be underlying circumstances and needs which affect behaviour and will make reasonable adjustments and take account of individual circumstances when monitoring or dealing with challenging behaviour.

BULLYING

'Bullying is the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others. The behaviour is often repeated and habitual'

We do not tolerate bullying of any kind. If we discover any bullying or intimidation, including cyber, racist, homophobic, sexist or disability comments have taken place, we will act immediately. (see Equality Discrimination Policy/Safeguarding Policy; e-Safety Policy).

POSITIVE HANDLING/REASONABLE FORCE

In accordance with Section 93 of the Education Act, all school staff who have received positive handling training (including de-escalation strategies) have the authority to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (See policy on Using Reasonable Force).

SEARCHING PUPILS

School staff can search pupils with their consent for any item (the ability to give consent may be influenced by the child's age or other factors). The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, **without consent**, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

ALLEGATIONS OF ABUSE AGAINST STAFF

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

If the allegation against the member of staff is found to be malicious, a range of sanctions could be used in accordance with Local Authority Policy.

EXCLUSIONS

The Headteacher can decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

MONITORING BEHAVIOUR

The School Staff all have access to an online reporting system (My Concern) for any behaviour incidences. The individual child will then be monitored and tracked by the Phase Leader / SLT / SENCO who will ensure actions are put in place to resolve a behaviour issue or the correct consequence has been specified. The behaviour of the individual child will be placed on their electronic school record.

The Head teacher will monitor the effectiveness of this policy and report to the Governing Body. If necessary, recommendations for further improvements will be made. The Headteacher will record any incidents of bullying or aggressive behaviour, and of any pupil who is excluded on a fixed-term or permanent basis. The Governing Body will monitor the rate of exclusions and ensure that the policy is administered fairly and consistently.

SEND

At Rice Lane Primary we have adopted a culture in which we know that our approach to behaviour will need to be personalised to meet the needs of the individual child. A child with a special educational need or disability will be treated as equally as all other children, but the behaviour strategies used to change unwanted behaviour will be differentiated to meet the needs of the learner as specified in their pupil profile.

PARENTAL RESPONSIBILITY

We aim to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The cooperation and support of parents is fundamental to the success of this policy. Good behaviour is essential to children's educational prospects. At times we may need to seek advice from, and where necessary, refer to external agencies. We will always make parents aware of this.

Where this does not happen, schools have legal powers to use parenting contracts, parenting orders and penalty notices to address poor behaviour in school; (Section 19 of the Anti-social Behaviour Act 2003). All parenting (behaviour) orders must be supervised by a 'responsible officer' from the school or local authority.

Any breach by parents without a reasonable excuse could lead to a fine of up to £1000. The police may enforce any breach of an order by a parent. Parents have the right to appeal a parenting order to the Crown Court.

CONCLUSION

It is our overall aim that all staff will encourage each child to be responsible for their own behaviour and to support them in making the right choices. We work to make positive behaviour rewarding so that every child feels safe, happy, enjoys learning and achieves their potential.

This policy has been written with reference to:

- Ensuring Good Behaviour in Schools: Department for Education, 2012
- School behaviour and attendance: parental responsibility measures: Department for Education, November 2013
- Rice Lane Complaints Policy and Procedure
- Rice Lane Equality Discrimination Policy
- Rice Lane e-Safety Policy
- Rice Lane SEND Policy
- Rice Lane Policy on Using Reasonable Force

Appendix A

Sanctions and Consequences:

Hierarchy of Discipline Procedure	Person Responsible for action	Action to be taken / sanction
Chance 1 <ul style="list-style-type: none"> Minor breaches of class rules Treating others unkindly (e.g. not sharing) Disrespect of class property Not paying attention Shouting out during lessons Not completing work to a high enough standard 	Class teacher/ Teaching Assistant/HLTA/ Learning Mentor	<ul style="list-style-type: none"> Giving a disapproving look A verbal warning backed up with appropriately worded expectation and time and space given to respond Short discussion with child that does not interrupt the flow of the lesson Give child opportunity for apology
Chance 2 <ul style="list-style-type: none"> Continuing disregard for class rules Poor behaviour in class Answering back / arguing with others Disobeying adults Not completing work to a high enough standard 	Class teacher/ Teaching Assistant/HLTA/ Learning Mentor	<ul style="list-style-type: none"> Speak to child - inform that behaviour is inappropriate Give child opportunity to apologise Speak to parents (at the discretion of the teacher) Move child to another location within the room if appropriate Warn about negative dojo as a next step.
Chance 3 <ul style="list-style-type: none"> Deliberately upsetting another child Swearing / inappropriate language Continuation of chance 2 behaviour Not completing work to a high enough standard 	Class teacher/ Teaching Assistant/HLTA/ Learning Mentor	<ul style="list-style-type: none"> Give child the opportunity to apologise Parents contacted by teacher if needed Negative Dojo given Details record onto My Concern (on day of incident) Speak to teacher in next room if appropriate.
<ul style="list-style-type: none"> Not changing behaviour from Chance 3 earlier in day. Fighting at playtime or lunchtime Not showing respect to school property Hurting another child physically Name calling directed at another child intentionally 	Taken to Assistant Head or Deputy Head	<ul style="list-style-type: none"> Incident recorded on My Concern (on day of incident) Parents contacted by Assistant or Deputy Head if needed Negative Dojo given <ul style="list-style-type: none"> Child to apologise to child/teacher for their behaviour Behaviour card/log/chart introduced as appropriate Time out with learning mentor to discuss how to change behaviour
<ul style="list-style-type: none"> Extreme or persistent behaviour 	Taken to Head	<ul style="list-style-type: none"> Parents invited in to discuss actions and path forward <ul style="list-style-type: none"> Incident to be recorded on My Concern (on day of incident) Negative Dojo given Child to apologise for behaviour and work with SLT on how they will change their current behaviour for the better For extreme/severe cases, see exclusions policy

