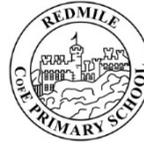


Redmile Church of England Primary School



Attitudes, Behaviour and Discipline Policy

*“Teach children how they should live, and they will remember it all their lives.”
(Proverbs 22:6)*

Introduction

This policy has been developed through consultation with staff, governors, pupils and parents/grandparents. It should be read in conjunction with the school Anti-bullying Policy and other relevant safeguarding policies e.g. Child Protection Policy, Acceptable Use Policy for ICT, Equal Opportunities and the child-friendly Anti-bullying Policy which our pupils have created.

We are proud of our school and expect the highest standards of behaviour from all members of the school community. We recognise that society expects good behaviour from its members and that good behaviour is a sign of a civilised and healthy society. Good behaviour permits members of a community to achieve their potential knowing they will be safe and secure. At Redmile, children’s good behaviour and positive attitudes allow the teachers to teach and the children to learn all that they should in a warm, caring, family environment.

We expect all adults within the school community, including governors, parents/carers and visitors, to be positive role models for all our pupils showing respect for the school rules and Christian ethos, to reinforce the welcoming and safe environment we promote.

We aim to be a proactive school, rather than a re-active school. As such, we endeavour to provide a happy, caring Christian environment whereby everyone feels confident, safe and valued. We praise positive behaviour and reward children appropriately, showing recognition for sensible choices made to create harmony, peacefulness, support and mutual respect for one another. We teach our children to behave in God’s image and to seek inspiration from Him so that school is a highly positive experience for everyone.

All staff who work with children at this school are responsible for carrying out the duties contained within this policy, although the lead person responsible for Behaviour, Discipline and Anti-bullying is Mrs Hopkins (Executive Executive Head teacher). The designated governor who helps to monitor the policy is Alex Wright.

1. Our Mission Statement

We **E**ncourage **L**earning and **C**aring because **O**ur school **M**atters to **E**veryone

2. Equal Opportunities

At Redmile Church of England Primary School we promote equal opportunities by considering every person to be of equal value, irrespective of age, race, faith, beliefs, culture, ability, disability, capability, sexuality or gender.

3. Rationale & Aims

- i.** It is the purpose of this policy to make sure that every child at this school has the best opportunities for learning that we can provide.
- ii.** To this end we are committed to helping every child make good decisions about his or her behaviour throughout the school day. We believe that teachers should be able to teach the curriculum which they have planned and that children should be able to learn in a positive environment free from the disruptive behaviour of others.
- iii.** We believe that every adult in school (teachers, support staff, helpers or visitors) should expect good standards of behaviour from each child. To this end we are committed to helping each adult develop positive ways of managing each child's behaviour. We believe that each child should be treated in a positive and constructive way by all adults in school.
- iv.** We believe that it is vital for us to work with parents to prevent behavioural problems occurring and to keep them informed about how we teach the children to make responsible decisions.
- v.** Self-discipline is encouraged and we believe that this is best encouraged in a climate in which children are respected and where trust and fair play are demonstrated.
- vi.** There will be no 'blanket' punishments, for example a whole class will not be kept back at playtime if only a few pupils failed to comply.
- vii.** Pupils are encouraged to value themselves and to take pride in their own work and property and that of all others in our school and community.
- viii.** We will strive for a no-blame culture, whereby pupils will be encouraged to:
 - focus on responsibility for their own actions
 - reflect on their own feelings and those of others
 - discuss issues and address problems through circle-time using the phrase, "Someone I know....."; teachers will promote the use of a 'Worry Box' as a method of enabling children to inform us of their issues. There is also a 'Suggestions Box' for parents
 - take the lead in dealing with issues of behaviour that is upsetting them e.g. rather than tell an adult about minor issues*, children develop the confidence to say straight away they say to their peer, "Please don't do that. I don't like it because...../it makes me feel....." (*minor issues will be deemed anything that isn't persistent, harmful, violent or abusive)
 - take turns
 - walk whilst inside school and during transitions to the hall

- show respect for their own belongings and those of others, including keeping things tidy like the changing rooms
 - show respect for others by not 'eye-rolling' or interrupting someone whilst they are speaking, including during Collective Worship
- ix.** We will use the phrase: 'sensible choice' when referring to behaviours. For example, we might say "Was that a sensible choice?" if a child breaks the rule, followed by, "What would be a sensible choice next time?"
- x.** Use of an Incident Book, will provide a written account of any poor or concerning behaviour. Each Year group will have their own book, which will follow them through the school. This will enable us to monitor behaviour of individuals and groups over time.
- xi.** The terms 'zero tolerance' and 'Telling school' will be used.

4. School Rules, Rewards and Consequences

The point of the rules is to give clear guidance to children and appropriate expectations to adults with regard to behaviour; it is important to the children that our rules apply to all visitors and parents as well as children: "All who enter the school grounds." Our approach is to reward children who choose to follow the rules and to make sure that children who choose not to follow the rules know that consequences will follow which they will not like.

i. Rules

Through consultation with all children, the following suggestions were most important in all classes. Children want everyone to:

- To always work hard and try our best
- To keep our hands and feet to ourselves so we don't hurt one another
- To not argue be unkind or use inappropriate words
- To listen when others when they are talking
- To follow instructions given by **all** adults straight away
- To show respect for ourselves, others and property

These suggestions were incorporated in to a 'School Rule Song' to help everyone learn the rules and remember them; posters can be seen around school. (See Appendix 1 and 1a)

As our behaviour management throughout the whole school is strongly linked with Christian and British values, we have summarised these rules so that they are easy to remember and be accessible to all children. We encourage our children to develop a 'growth mind-set' by using their 'character muscles' which are also entwined with the values:

Friendship
Respect
Persevere
Forgiveness

These rules are displayed prominently in all teaching areas.

ii. Rewards

Everyone agrees that children should be rewarded in some way when they abide by the school rules. Some rewards at our school are:

- Verbal Praise
- Parents/carers Informed
- Achievement Assembly
- Stickers and Certificates
- Peer Praise

These are displayed around school, alongside the school rules. (See Appendix 2.)

iii. Consequences

For those children who do not make sensible choices, the following code has been agreed by staff and pupils working together. (See Appendix 3.)

1. **A WARNING look from an adult and a reminder of the expected behaviour**
2. **ORANGE CARD = Verbal warning***
3. **RED CARD = Time out in the classroom (possibly in another classroom or Executive Head teacher's office sitting or standing on the 'circle of sadness') or Time Out at playtime (1 minute per year of age) beside the fence.**
4. **If 2 time-outs in one day, sent to Executive Head teacher or Head of School.**
5. **If 3 or more reflection sheets are filled in a letter will be sent home highlighting the school rule that has not been followed.**

If behaviour is extreme, children will be sent directly to the Executive Head teacher or Head of School.

*The teacher should say, "I am disappointed because...."

If a child receives persistent verbal warnings, then parents will be informed.

TIME OUT should last for 1 minute per age of child. All TIME OUTs will be recorded in the teachers Incidents Book.

TIME OUTs at playtime will be spent **outside**, staying beside the fence in order for quiet reflection. A 'Reflection sheet' must be filled in when children break the rules more than once or on purpose; children must sit in the Link at the table to fill these in. If it's the first time a Reflection Sheet has been filled in, a note to parents should NOT be sent home. If it's the third time (or more) a parent letter highlighting the school rule that has not been followed will be sent home. Parents will sign it and return it to school. All copies will be given to the Head of School and filed in the 'Behaviour File'. Other children must not speak to them during TIME OUTs.

If a child is sent to the Executive Head teacher or Head of School they will spend their TIME OUT sitting or standing (their choice) on the 'Circle of Sadness.' The TIME OUT should last for 1 minute per age of the child, although this may be longer if it is deemed necessary. The child will also be expected to fill in a Reflection sheet if they haven't already done so **during playtime** or at home if it occurs after 1pm. Following the TIME OUT, the child should share their reflections with the Executive Head teacher or Head of School. Further TIME OUT will be implemented if the child shows no remorse for their actions.

If any child wastes lesson time or has TIME OUT in another room which means they miss their work, then they must take their work home to complete.

iv. Playtime/Lunchtime Consequences

The first 3-steps in the consequences process will be implemented by all adults on duty at playtime and lunchtime. Mid-day supervisors and teachers will support positive play by encouraging and showing children how to play games and ensuring that there is a range of outdoor equipment for the children to use.

If a child makes a wrong choice/breaks the school rules and TIME OUT is given, the child will stand by the fence for the number of minutes per age as above. At the end of break, the teacher/midday supervisor on duty will tell the class teacher about their wrong choice. Incidents are recorded in the playtime book.

5. Development and Monitoring

- This system of rewards and consequences applies at any time during the school day. All adults in school use them.
- Staff monitor consistency of approach in staff meetings as well as through informal conversations.
- Everyday monitoring of poor or concerning behaviour, is written down by the class teacher (or midday supervisor at lunchtime) and recorded in the Incidents Book for monitoring by the Executive Head teacher and Head of School.
- A Playtime Book will be used to record incidents occurring during playtime (including lunchtime) and/or to monitor the behaviour of pupils causing concern.
- When a child is significantly slow to learn to make sensible choices then individual support plans and/or contracts are agreed with the child, parents/carers, Executive Head teacher and staff; we are mindful of SEND issues and will adjust this policy in accordance with individuals needs as appropriate. We also acknowledge that younger children may not have learnt what good/sensible choices and adapt the policy as required to support their development.
- Persistent misbehaviour might result in the child being supported by specialist external agencies.

6. Behaviour outside of school

Pupils' behaviour outside school on **school business** e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes the any serious breach of policy which could 'bring the school into disrepute'.

7. Violent and/or Abusive Behaviour

The first duty of the Executive Head teacher and governors is the care of staff and pupils.

Violent behaviour and verbal abuse from pupils or adults is not acceptable in school. Individuals will be separated from others and supervised by at least two members of staff in an open area. If it is a child, their parents will be informed; if it is an adult, they will be escorted off the premises with a possible ban from the school premises in future. Immediate exclusion of a child may follow while an investigation of the incident is carried out. In this case, the chair of Governors and Chief Executive Officer of the Trust are informed in writing.

Deliberate damage to school property, whether it is the fabric of the building (such as a broken window), or items such as a book, will be reported to parents/carers with a request for repair or replacement.

For guidance to staff where physical intervention between staff and pupils is deemed necessary, please refer to the Restraint of Pupils policy.

8. Exclusions

The first duty of the Executive head teacher and governors is the care of staff and pupils. Violent behaviour and verbal abuse from pupils or adults is not acceptable in school. Individuals will be separated from others and supervised by at least two members of staff in an open area, as per the guidance in No.8 'Restraint of pupils'. If it is a child, their parents will be informed; if it is an adult, they will be escorted off the premises with a possible ban from the school premises in future. Immediate exclusion of a child may follow while an investigation of the incident is carried out. In this case, the chair of Governors and Chief Executive Officer of the Trust are informed in writing. Deliberate damage to school property, whether it is the fabric of the building (such as a broken window), or items such as a book, will be reported to parents/carers with a request for repair or replacement.

9. Restraint of Pupils

Where physical intervention between staff and pupils is deemed necessary, guidance taken from the DFE document 'Use of reasonable Force' (see link below) is used, a summary of which can be found in Appendix 4.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

10. Exclusions

This sanction will be used in severe cases of misbehaviour and high level disruption. Refer to the Exclusion Policy. This policy will only be deployed as a last resort when other sanctions to support the child's behaviour have been exhausted. The Executive Head teacher will inform parents of the reason for exclusion and its duration. Parents/carers are legally responsible for the child while s/he is excluded.

11. Debarment during the Midday break

School is entitled to debar children during the midday break; this may mean that parents will need to make arrangements for their child to be taken off the premises during lunchtime break. This will be done only after careful consideration and consultation with staff. It will be the Executive Head teacher's final sanction of persistent misbehaviour during the midday break. Parents/carers will be informed about the possibility of debarment before the debarment occurs if appropriate (sometimes it may need to be from immediate effect). A written account of the reasons for debarment will be given to parents and all reasonable steps will be taken to ensure that parents have received and acknowledged notification, in reasonable time to make suitable arrangements.

On occasion, a child may be told to return to class immediately after eating their lunch to complete work not done satisfactorily during lessons (or stay in at playtime); children will be aware of this consequence and will be given warning of this during the lesson if need be. Unless it becomes a regular occurrence, there will be no steps taken to

inform parents as this will be based on the teacher's discretion through general understanding about expectations during lesson time.

Mrs J V Hopkins Feb 2019
Reviewed by A Longden Jan 2020



Appendix 1

Our School Rules Song

We are Redmile School and these are our rules:
Don't talk when others are talking, it's really not cool.
Give your best smile, and be happy,
Always be kind and be friends with everyone
Then school will be so much fun.

Try you best and everything will be great
Then you will not have to stay in at break
Oh, oh...

School rules, they're there for you and me
We can, all get on together
School rules, they keep us safe and happy
We love, Redmile School forever!!!!

School rules, they keep us safe and happy
We love, Redmile School forever!!!!



These rules were devised by the children, for the children in May 2016 and updated in 2018.
Sing and learn them to the tune of 'Mamma Mia.'

APPENDIX 4 RESTRAINT OF PUPILS: SUMMARY OF 'USING REASONABLE FORCE' (DFE 2013/2015)

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of when reasonable force might be used at our school

- removing disruptive children from the classroom where they have refused to follow an instruction to do so;
- preventing a pupil behaving in a way that disrupts a school event/school trip/visit;
- preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restraining a pupil at risk of harming themselves through physical outbursts.

We **will not** use force as a punishment – this is unlawful.

Informing Parents/Carers

We will speak to parents about serious incidents involving the use of force and we will keep a record using our 'Behaviour Report Form'. (Appendix 4)

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

The full guidance can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf