

Redmile Church of England Primary School



Attitudes, Behaviour and Discipline Policy

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, Restraint of pupils, 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 our good behaviour and positive attitudes allows 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.

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 Head teacher). The designated governor who helps to monitor the policy is Ann Hudson.

1. Our Mission Statement

We Encourage Learning and Caring because Our school Matters to Everyone

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, 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, etc 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 prominent in all classes. Children want everyone:

- be friendly to everyone all of the time
- to work hard and try your best
- to not argue/fall out/fight/hurt one another/no pushing
- have fun and smile
- don't talk when others are talking
- to follow instructions/do as we are told
- to keep hands and feet to yourself

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.)

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
- Team Points
- 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**
- 2. ORANGE CARD: Verbal warning***
- 3. RED CARD: Time out in the classroom (possibly in another classroom or Head teacher's office sitting or standing on the 'circle of sadness') or Time Out at playtime (1 minute per year of age) at the 'seat of sadness.'**
- 4. If 2 time-outs in one day, sent to Head teacher.**
- 5. Parents informed.**
If behaviour is extreme, children will be sent directly to the Head teacher.

*The teacher should say, "I am disappointed because..." 5 Team points are immediately deducted.

If a child receives persistent verbal warnings then parents want to be informed. TIME OUT should last for 1 minute per age of child. 10 Team points are immediately deducted. All TIME OUTs will be recorded in the teachers Incidents Book.

TIME OUTs at playtime will be spent **outside** sitting at a bench or standing by the wall alone in order for quiet reflection. A 'Reflection sheet' must be filled 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 second time (or more) the Reflection Sheet should be photocopied and sent home. Parents will sign it and return it to school. All copies will be given to the Head teacher and filed in the red 'Behaviour File'. Other children must not speak to them during TIME OUTs.

If a child is sent to the Head teacher they will spend their TIME OUT sitting or standing on the 'Circle of Sadness.' The TIME OUT should last for 1 minute per age of the child, although this may be longer if the Head teacher deems it necessary. The child will also be expected to fill in a Reflection sheet if they haven't already done so.

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.

At the end of the day, good behaviour is rewarded. All those who have remained on GREEN receive 2 team points.

It is important to note, that at the beginning of every day every child will start on a GREEN FOR GOOD card. This sends out the message that we value each child as they enter the school as being well-behaved and that any warnings given on the previous day have been wiped clear.

iv. Playtime/Lunchtime Consequences

Coloured cards, representing the Orange and Red Warning Cards in class, will be given out by the teacher on duty or the midday supervisors if a child makes a wrong choice/breaks the school rules and TIME OUTs to be taken sat at a bench or standing by the classroom wall. At the end of break, the teacher/midday supervisor on duty will give the child a coloured card to give to their class teacher with an explanation 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 Head teacher.
- ❑ 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, 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 the school Educational Psychologist and/or other appropriate external services

6. Violent and/or Abusive Behaviour

The first duty of the head teacher and governors is the care of staff and pupils. Violent behaviour and verbal abuse is not acceptable in school. Pupils will be isolated from other pupils and supervised by a member of staff in an open area. Parents will be informed. Immediate exclusion may follow while an investigation of the incident is carried out. In this case, the chair of Governors and DLAT are informed in a 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.

7. Exclusions

This sanction will be used in severe cases of misbehaviour. The Head teacher will inform parents of the reason for exclusion and its duration. Parents/carers are legally responsible for the child's actions while s/he is excluded. The Exclusion policy of the Governing Body will be followed.

8. Debarment during the Midday break

School is entitled to debar children during the midday break, i.e. parents must 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 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 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.

9. Future Developments

- This policy will be shared with all parents/carers via our website or in hard copy upon request after full approval by the governing body
- All supply staff and student teachers are to be aware of this policy and agree to administer it.
- Elements of the policy may be subject to change and will be updated accordingly.



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 your 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.
Sing and learn them to the tune of 'Mamma Mia.'

