



REDHILL PRIMARY SCHOOL

Behaviour and Discipline Policy – v5

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.
- The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School:
 - *have repercussions for the orderly running of the school;*
 - *pose a threat to another pupil, a member of staff or member of the public; or*
 - *could adversely affect the reputation of the school.*

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Our Code of Conduct is: Take Care

Behaviour Guidelines

Procedures

School will support pupils whose needs necessitate behaviour interventions or outside agency support. Where applicable, individual risk assessments for these pupils will be put in place and discussed with parents. For breakfast club, attendance will depend on pupils demonstrating acceptable behaviours and school reserve the right to withdraw a place should challenging behaviours warrant this. This also applies to after-school clubs.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are not currently trained in 'Team Teach' for safe handling and de-escalation techniques so caution should be used & where appropriate risk assessments put in place. In exceptional circumstances, children may have an emergency plan in place – see County RPI Policy. Where damage occurs to school property, funds may be sought to cover this.

If a child should run out of school for whatever reason, staff will not run after them. They may be placing a child in greater danger by doing so. The head teacher should be informed immediately and lessons returned to normal as quickly as possible.



REDHILL PRIMARY SCHOOL

Behaviour and Discipline Policy – v5

Behaviour Guidelines

Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

1) **Whole School Reward System: 'Smileys'**

As well as more general rewards, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'. **Once awarded a Smiley can never be deducted**

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	1 ball for house tokens
40 house tokens	reward for house team

Children have personal record cards to record how many smileys that have earned.

100 Smileys	Team Leader commendation: Bronze Award (presented by Team Leader)
200 Smileys	Headteacher commendation: Silver award (presented by Headteacher)
300 Smileys	School commendation: Gold award (in front of whole school)

There are two further rewards for outstanding achievement or behaviour:

Gold Stars
Redhill Rewards

A star can be awarded for any behaviour which is demonstrated to be above usual expectations. Ten stars lead to a Redhill Reward privilege card where children can choose a reward from the Reward Menu.



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Behaviour and Discipline Policy – v5

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Sanctions

In Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behavior. Pupils will also be made aware that being a bystander is not acceptable.

Professional judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

Initial sanctions will be for the following:

Swinging on chair
Interrupting / Calling out
Losing concentration
Running inside the school building
Being in the wrong place at the wrong time
Ignoring instructions
Making silly noises
Pushing in line
Not completing sufficient work in lessons
Talking in assembly
Noncompliance with uniform policy eg wearing jewelry, makeup etc...
Bringing in mobile phones/devices
Not completing home work to the expected standard

The next stage will be for persistent example of the above or the following:

Rudeness
Affecting other pupil's learning
Inappropriate remarks to other pupils
Minor challenge to authority
Damaging school's / pupil's property
Leaving class without permission
Harmful / offensive name calling

After this is persistent incidents occur or more serious behaviour like the following:

Persistent swearing
Throwing objects with intent to harm
Harming someone so they need medical help
Continued or more serious cheek / challenge to authority
Stealing
Repeated refusal to do set task
Highly offensive remarks to children

The final category is for the most serious incidents. These include:

bullying, fighting, racism, violence, serious challenges to authority, verbal or physical abuse or leaving school without permission.



REDHILL PRIMARY SCHOOL

Behaviour and Discipline Policy – v5

Children can legally be searched if they bring in a banned item. An item can be searched for if the law states that it can be any of the following: (this includes weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, and items that could be used to commit an offence or cause personal injury) and any other item banned by the school rules.

When pupils are on red, parents will be contacted and an after-school detention be put in place for that day. This will initially be for thirty minutes. Subsequent detention lengths will be discussed

(Classroom teacher) Redhill Rewards (10 stars)

Children choose from a Reward Menu

(Classroom teacher) Stars

Children earn stars for excellent behaviour above what is expected

If unacceptable behaviour occurs:

(Classroom teacher) Use normal strategies: Green

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

Step 1 (Classroom teacher) Give a final warning: Move Peg to Yellow

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher) Time Out (A) Move Peg to Orange

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance. Use a timer
- Child records when, why on class list at isolation table.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

For regular occurrences:

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with Team Leader and/or SENCO : consider Behaviour Intervention.

Step 3 (Teacher colleague) Time Out (B) Move Peg to Red Parents called. Detention.

- Child escorted to designated colleague usually team leader.
- Up to 1 hour/session working alone without causing disturbance.
- Teachers record this on red form
- Parents called and after-school detention is arranged. Parents may opt out of this by informing the school in writing
- Local authority Inclusion Officer involved.
- Up to a maximum of 5, a PSP is put into place. (Pastoral Manager).

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

Step 4 (Team Leader/Head) Time Out (C) Reflection Room (see Dark red Procedures)

- Child escorted to Team Leader/Head.
- Up to a day working alone without causing disturbance.
- Record on dark red form
- Parents informed by class teacher. Meeting notes recorded.

If behaviour improves return to class the next day.

*If not or if child refuses, stay on **Step 4***



REDHILL PRIMARY SCHOOL

Behaviour and Discipline Policy – v5

For regular occurrences:

- Discussion with Team Leader / Head/ SENCO: consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'CISS'.
- LA informed that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Headteacher) Fixed Short Term Exclusion (up to 5 days/term) including off site at Moorhill

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

If behaviour improves remove from Contract to PSP.

*If not move to **Step 6**.*

Step 6 (Headteacher)

Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract for a minimum of 10 weeks.

If behaviour improves remove from contract.

*If not move to **Step 7**.*

Step 10 (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

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