

Rastrick Independent School



Behaviour & Sanctions Policy

Reviewed July 2018



Rastrick Independent School- Behaviour & Sanctions Policy

This policy is applicable to the whole school, including the EYFS

Introduction

This policy sets out the school's position with regard to the use of behaviour and sanctions. It must be balanced by the rewards system in place in the school and by positive responses to the work and behaviour of the children. Sanctions should not be considered in isolation when dealing with discipline problems rather they should be used as part of a combined approach to encouraging positive behaviour. All staff should encourage good behaviour and respect for others, and in particular prevent all forms of bullying among pupils. This policy extends to the behaviour of pupils when off-site where reasonable. No sanctions should be applied to any child, which are not included within this policy without the express permission of the Head Mistress, and should be reasonable, taking into account the school's legal duties under the **Equality Act 2010**, *in respect of safeguarding and of pupils with special educational needs and disabilities (SEND)*. This policy has been written with regard to the **Dfe Non-statutory advice Behaviour and Discipline in schools (2016)**. This policy should be read in conjunction with our Anti- Bullying Policy and Physical Restraints Policy.

We believe high quality teaching produces high quality learning; this encompasses our school motto '**Only the Best for the Best**'. It is our belief that the opportunities on offer ensure each child will develop academically, socially and emotionally within their own special unique abilities.

We aim to:

- Encourage a calm, purposeful and happy atmosphere within school;
- Have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- Develop and encourage a sense of respect and acceptance of others
- Raise self-esteem and confidence
- Develop life skills which will enable pupils to participate effectively in society and enable peaceful resolutions to conflicts and disagreements
- Encourage good manners and politeness

Reinforcing Positive Behaviour

Behaviour around school

- Make sure that coats and bags are kept on pegs, and that the cloakroom is kept tidy.
- Always flush toilets and wash hands.
- Stand aside and hold doors open for everyone where possible, particularly staff, visitors and younger children
- Stand up and greet visitors to your classroom
- Be safe at all times
- Be kind and courteous, treating others as you would like to be treated.
- Speak politely to others, avoiding bad language
- School uniform should be worn with pride; boys and girls must ensure a tidy appearance at all times.
- Always walk around the school in an orderly and quiet manner, lining up quietly
- Personal clothing and property should be clearly named, expensive toys or money shouldn't be brought to school without the permission of a teacher.
- Respect other people's belongings and take care with school property.
- Put litter in a bin.
- Include others in games, activities and discussions.
- Bullying is unacceptable. If you think you are being bullied, or are unhappy about anything, tell a teacher.

Behaviour in Class.

- Pay attention by being quiet and by listening.
- Children should be encouraged to try hard, and to always produce their best work and taking pride in it.
- Children may drink from a bottle of water to keep hydrated.
- Children should go to the toilet during break times.
- Classrooms should be tidy.
- Children should be expected and encouraged to raise their hands rather than call out in class.
- Children should stand when an adult knocks and enters the room.
- Behaviour must always be polite and considerate.
- Classrooms should be kept tidy and free from obstructions.
- Desks/trays must be kept tidy and letters must be taken home

All children should be aware of these rules and reminded of them at appropriate times (see individual class codes of conduct) Class teachers should ensure that they spend times talking through these rules and the reasons why it is important that we follow them. Good behaviour should always be praised and commented upon and encouraged by the awarding of house points, merit certificates etc. Other rewards and treats may be used to encourage and reward good behaviour.

Promoting good behaviour using the 'Good to be Green' System.

1. Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in PSHEE lessons and in school assemblies. Staff use stickers,

certificates, letters and postcards to acknowledge and re-enforce positive behaviour as well as academic achievement.

2. In school we use the 'Good to be Green' behaviour system. This enables teachers to manage their classrooms in a positive and productive way. Positive reinforcement of good behaviour is more effective than negative punishments. Children who are well behaved will stay green throughout the day.
3. If a child misbehaves then the following procedures are followed using the 'Good to be Green' behaviour system.

Stage 1: At the beginning of each day every child starts on a positive note with a green card displayed in their pocket of the Class Chart. The card says – "It's Good to be Green." They soon associate being on Good to be Green with a good feeling of having done the right thing.

Stage 2: If, during the day, in lessons, during break times, a teacher has to warn a child of inappropriate behaviour, then they are given a polite reminder, and a 'Stop 'n' Think' card is placed in the pocket display.



Stage 3: If that child continues to misbehave their 'Stop 'n' Think' card is placed at the back of their pocket and a Yellow Warning Card is displayed. This warning gives the child an opportunity to reflect and consider their behaviour and make sure they don't repeat the offence. The child may be asked to reflect on what they have done and write a letter of apology.



Stage 4: If a child is already on a Yellow Warning Card and they have to be told again of inappropriate behaviour, then there are consequences. Their Yellow Warning Card is placed to the back of their pocket and their Red Consequence Card is displayed – it will remain for the rest of the day. This means that the child will be sent to the Head Mistress. The head/teacher will choose the consequences that they feel are suitable, as long as there is consistency. E.g. loss of playtime, complete work, handwriting, letter of apology, dictionary work. Depending on the severity of the incident, a child may be given a Red Consequence Card immediately. E.g. swearing, fighting, biting, stealing, making racial and homophobic remarks.



Stage 4: Any child who is sent to the Head Mistress because of their Red Consequence card will be expected to discuss their behaviour, the implications it has on the class as a whole and how he/she feels the problem can be improved. The child will have to complete a 'Stop and Think Sheet'. (See Appendix 1) This will be sent home and signed by the child's parent. A copy will go in the Class Teachers Confidentiality File and a copy to the Head Mistress. The class teacher will write the incident up in the **Class Behaviour Log**. The Head Mistress will fill in a **Behaviour Incident Sheet**, detailing the behaviour and the sanctions imposed. This will be saved in the **Serious Disciplinary File**. The Head Mistress reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Head Mistress or the deputy when behaviour causes

concern. Temporary and permanent exclusion from school remain an option as a last resort.

e. Any sanctions used will be reset for the following day (unless, for example a playtime needs to be missed). At the end of the week, Friday, the class teacher will praise the children who have stayed on Green. The class teacher may sanction special rewards for 'Forever Greens'. Sometimes, he/she will hand out a special 'Silver Privilege Card'. The Silver Privilege Card allows pupils the opportunity to receive special privileges.



f. 'Good to be Green' enables the teachers to keep track of children's behaviour and consistently follow through our agreed behaviour management procedures. Staff record yellow warnings and consequences daily, and this is collated in the class 'Good to be Green Book' to provide a picture of how pupils are behaving. This allows the SMT to monitor which children are presenting behavioural difficulties in class and it also helps select 'Class of the Week.'

Children will receive a Yellow Warning Card for the following:

- An adult has talked to you twice about your behaviour – you have been given two warnings.
- Not following instructions or rules.
- Name calling.
- Rough play
- Spitting on the ground

Children will receive a Red Consequence Card for the following:

- One yellow card received on the same day.
- Swearing
- Fighting/kicking/hitting.
- Using things to hurt someone.
- Aggressive or harmful behaviour
- Bullying.
- Ignoring repeated instruction
- Offensive language e.g. racist/sexualised/religious/gender.
- Stealing.
- Telling lies.
- Spitting at somebody
- Biting someone
- Vandalism

Isolation

Should a red card be given as a result of a child seriously disrupting the class, they will be sent to work in isolation.

Playground Behaviour

a. A child who misbehaves is given a verbal warning and/or 'cooling off' time for two minutes by standing to one side;

b. If the child continues to misbehave their name is given to their class teacher and that child will have a 'Yellow Warning Card' displayed in their pocket on the class chart.

c. If the child continues to misbehave, during playtime, they are taken to their class teacher and they will investigate the matter further by speaking to the lunchtime supervisor and/or the other children involved in the problem. They may decide to replace the child's Yellow Warning Card with a Red Consequence Card.

What to do if the behaviour is unacceptable and sanctions are required

a. If a child is sent to the Head Mistress three times in any half-term because they have received a Red Consequence Card then a phone call will be made to the child's parents requesting that they come into school to discuss the situation. Again, this will be logged in the Head Mistress's Serious Disciplinary File.

b. Discussions will focus on the implications of the child's behaviour on the teacher and the rest of the pupils, any problems outside of school which may be affecting their behaviour and ways in which home and school can work together to monitor and improve the problems. The child and his/her parents should be aware that if the incidents involve other children then their parents will also be invited into school for a discussion and be informed of what steps the school is taking.

c. If the situation does not improve within two weeks then the parents will be invited back into school. School will request that the child has a Home/School diary set up with specific behaviour targets agreed with the parents and child. The SENCO and teacher will work in partnership to ascertain whether a social, emotional or mental health difficulty is at the root of the unwanted behaviours. If so, a decision will be made as to whether the child has Special Educational Needs and requires SEN support. During the meeting a behaviour plan will be developed and signed by the child and parents.

d. The child's behaviour will be monitored closely, all staff involved with the child will be informed of the situation and the procedures being followed, any further incidents will again be recorded in the Behaviour Log Book and the Head Mistress's Serious Disciplinary File.

e. The child will remain on a **Home/School diary for six weeks** when the child's progress will be reviewed with the child, parents, class teacher, SENCO and head.

If there has been no reoccurrence of the previously exhibited behaviour problems at the six week review, then the child will return to the guidelines laid down at the beginning of the Classroom Management of Behaviour.

If, on the other hand, behaviour continues to be a school concern the following action is taken.

- A referral to outside agencies, such as the Behaviour Support Team or Educational Psychologist.

- An Early Help Assessment may be offered. (replaces CAF)
- Any child who is at risk of exclusion will be given a Pastoral Support Plan (IEP)

Breaches of school discipline

Fixed period of exclusion will be used:

- a. When there has been a 'serious breach' of the School's behaviour policy e.g. physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class.
- b. If allowing a pupil to remain in school would put the education, health or safety of the pupil/s or staff in School at risk.
- c. After a fixed period exclusion the child returns to the school with parent/s.

Permanent Exclusions will be used:

- a. When a range of all the above strategies have been tried and this has not succeeded in making a positive change in the child's behaviour.

Temporary and permanent exclusion from school remain an option as a last resort. (see exclusion policy)

Behaviour related to a disability

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN and disabilities. The school will ensure that its Behaviour Policy is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race or ability. The school will make reasonable adjustments for managing behaviour which is related to a pupil's additional needs or disability. Where exclusion may need to be considered, the School will ensure that the child in question is able to present their case fully where their additional need or disability may hinder this.

Behaviour in relation to the use of ICT

Children are responsible for good behaviour when using ICT just as they are in a classroom. Rastrick Independent has made every effort to provide a safe, educational environment. ICT is provided for children to conduct research and communicate with others. Children are responsible for their own behaviour. We expect that users will comply with our school standards and will honour the agreements they have signed. (See Acceptable Usage Policy – pupil agreement)

Malicious accusations against staff

Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about

whom the allegation has been made. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head Mistress will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation the Head Mistress will consider whether to require that parent to remove their child or children from the school on the basis that they have treated the school or a member of staff unreasonably and compromised the requirement of mutual trust and respect.

In accordance with the Dfe guidelines, '**Keeping Children Safe in Education 2018**, the school will consider a malicious act as one were 'there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Managing pupil transition

When our Year 6 children move on to secondary school,(whether into our own Grammar School, or elsewhere) the Year 6 and Year 7 teachers will liaise together to discuss relevant information that needs to be passed on. We aim to make the transition to secondary school as smooth as possible for the children. Sometimes it may be necessary for the SENCo to participate in the discussions when it involves children with ASD or behavioural difficulties. The secretary will forward on the children's records. The records will contain the child's reports, target letters and a pupil progress chart of attainment.

Liaison with parents

We publicise the school behaviour policy on our website. A copy can also be requested from the office. We will endeavour to praise and promote excellent standards of behaviour and it is celebrated whenever possible. Every week each class teacher chooses a pupil of the week and this is displayed in the hall and celebrated on our weekly newsletter.

Incidents of bullying

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying will be dealt with very seriously and in accordance with the school's Anti-Bullying Policy.

Recording incidents

Confidentiality is maintained at all times and with all written records. Recurring minor incidents are recorded by the class teacher in their '**Behaviour Log Book**'. The SMT

look at the log every term so that patterns can be identified by the school. More serious incidents are recorded on a **Behaviour Incident Form** which are completed by the Head Mistress and kept in the **Serious Disciplinary File**. It includes as a basic entry the pupil's name and year group, the nature and date of the offence, and the sanction imposed. Parents may be informed with a phone call or in person. The children complete **Think Sheets**. (see appendix 1)

Early Years Foundation Stage

The majority of this policy applies to the children in the EYFS through promoting positive behaviour. However, some of the sanctions are not appropriate for younger children. Early Years practitioners use praise and encouragement to reward good behaviour such as kindness, turn-taking and willingness to share. Positive behaviour is praised, rewarded and discussed with the children. Children in Nursery are grouped into houses and awarded with smiley faces which are similar to house points. Children in Reception are awarded house points and they use the Good to be Green system. House points and stickers are used to reward good behaviour such as honesty, kindness or sharing and for adhering to their motto:

*Kind hands,
Kind heart,
Happy and smiley face,
What comes out of our mouths,
Kind words.*

Children are encouraged to develop awareness of safety by not running indoors, being careful and considerate in their general behaviour and by walking sensibly up and down stairs. Children and adults are required to speak politely to each other, with EY Practitioners acting as role models with regard to courtesy, care, good manners and friendliness. Respect for property is to be fostered, and children encouraged to take care of books, toys and games and to help to tidy resources away. Inside voices are used to encourage a calm learning environment within the classroom and children are encouraged to use outside voices when accessing outdoor provision.

Sometimes it is necessary to employ strategies to redirect or correct negative behaviour. The main strategy in the majority of such cases is to redirect the child to a different activity and encourage positive behaviour.

The following strategy is used for conflict resolution

- use of thinking chair
- approach calmly;
- acknowledge feelings;
- gather information; listen;

- take turns restating the problem;
- discuss and implement solution; *How can we solve the problem? What can we do to make it better (give two choices such e.g. "we can take turns or play together")*
- give praise for resolving the problem.

Behaviour for learning initiative in Grammar School U5 and U6

Running alongside the "Good to be Green" behaviour strategy that is running across the whole school will be an additional attitude to learning strategy for our Grammar School and U5&6 children.

This is the school's approach to developing those behaviours that are required when children are expected to work more independently and responsibly in preparation for secondary school.

It will involve assessing pupils again a set of learning descriptors at half termly intervals. The descriptors will be ranked from A1 being the best and A 6 being the worst .All children will be expected to be at least A3, or they will receive a personalised intervention to help get their learning behaviour back on track.

Children will know exactly how they have been graded and will have clear targets to help them maintain or improve their attitude and behaviours.

Children will have their own tracking sheet and will be involved in writing their targets

Rewards and responsibilities will be awarded to those pupils who are A1 and A2, thereby recognising the characteristics of good learners and championing the kind of learners the school aspires to develop.

Parents will be informed of what their child's attitude grade is and the targets they have to support them.

Should children be graded A3 to A6, parents will be involved in agreeing the interventions to turn the situation around.

Attitude descriptors are purely about behaviours for learning. They are not related to attainment, however those children with A1 attitudes as you might expect, tend to have higher levels of attainment.

eg A1 Descriptors

A1 Congratulations ! You are ready to learn and try your best in all areas of school life. You do everything your parents and teachers expect. You are a great role model for the school .

* You are eager and ready to learn

* You complete tasks/work to the best of your ability and hand homework in on time

* You concentrate in class, work hard always making a positive contribution

* You show initiative

* You meet your targets

* You come to school every day and are on time to lessons

Role of the teachers

This is the responsibility of all the staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of, and relationship with, the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide awareness of any underlying problems the child may have.

Role of the parents

We encourage parents to take an active part in the life of the school and work in partnership with the class teacher to support their child's behaviour. Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

Support Systems for Pupils

Class teacher  Deputy  Head Mistress

The following outlines examples where additional support may be required:

- Repetitive disruptive behaviour where class strategies are not having an impact.
- Children with specific problems – irrational behaviour.
- When behaviour persists over long periods of time.
- If parents start complaining about specific children.
 - Swearing
 - Fighting/kicking/hitting towards others
 - Using things to hurt someone.
 - Bullying.
 - Ignoring repeated instruction
 - Offensive language e.g. racist/sexualised/religious/gender.
 - Stealing.
 - Telling lies.
 - Spitting at somebody
 - Biting someone

Those highlighted in red should not receive warnings and should see a senior leadership member straight away.

We recognise that we may need to employ further strategies for children who have additional needs and whose behaviour cannot be improved or managed through the use of our Good to be Green Approach. When a child's behaviour is deemed inappropriate and there have been several incidents of poor behaviour, the Head Mistress may wish to speak to the parents/carers of the child, and the Deputy/SENCo may implement several strategies to support the child and family if necessary. The SENCo may request outside agency involvement if she deems it necessary. An Individual Behaviour Plans (IBPs) will be written for the pupil. This may include a Pupil Support Plan (PSP) developed in consultation with the parent,

pupil and other appropriate staff. These Plans are shared with all staff working with the young person.

Frequent (termly) pupil progress meetings with the pupils also focus on support strategies and targets for pupils who are struggling to achieve green. Behaviour concerns are also written in the **Pastoral Book** and incidents are discussed during staff meetings.

Corporal punishment

Corporal punishment is not used at Rastrick Independent School – it is illegal. Corporal punishment is any intentional application of force or punishment including slapping, throwing objects, pinching, squeezing and rough handling



Think Sheet KS2



Date:

Year Group:

Here's what happened

Next time this would be a better choice

Teacher Comments and Signature



Think Sheet KS1

Date:

Year Group:



My teacher said this is what happened today...

Next time I think this would be a better choice...

Teacher Comments and Signature
