



# **RAVENSDALE JUNIOR SCHOOL**

## **Behaviour and Discipline Policy**

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## **Contents:**

- 1. Introduction**
- 2. Principles**
- 3. Implementation**
- 4. The role of the Headteacher**
- 5. The role of the Governors**
- 6. The role of the class teacher**
- 7. The role of non-teaching staff**
- 8. Parental involvement**
- 9. RJS Behaviour policy**
- 10. Sanctions for Unacceptable Behaviour**
- 11. Reasonable force**
- 12. Malicious Allegations**
- 13. Pupils' conduct outside the school gate**
- 14. Confiscation**

**In this policy, 'parents' refer to any adult who is in the position of parental responsibility.**

## 1. INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Use of Reasonable Force policy
- Rewards Policy
- Special Educational Needs (SEND)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and

At Ravensdale Junior School we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought- out approach to this aspect contributes directly to both the social and learning aspects of our school.

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

## 2. Ravensdale Junior School PRINCIPLES of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems

- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in an Individual Education Plan or where there is a high level of concern, a Behaviour Support Plan.
- Inappropriate language is considered to be unacceptable behavior.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.
- Corporate approach but with due regard for individual circumstances
- Opportunities for responsibility and recognition for non- academic achievement.
- A high level of inclusion to support those where challenging behaviour is caused by a specific need such as ADHD or ASD.

### **3. IMPLEMENTATION**

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. **(See 'Rewards' Policy).**

***IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.***

### **4. THE ROLE OF THE HEADTEACHER**

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

### **5. THE ROLE OF GOVERNORS**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

### **6. THE ROLE OF THE CLASS TEACHER**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the Class Behaviour Folder.

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the behaviour of each child in their class, alongside other key aspects of academic progress.

## **7. THE ROLE OF NON-TEACHING STAFF**

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Ravensdale Junior School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treat each child fairly and enforce the Code of Conduct consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher.

## **8. PARENTAL INVOLVEMENT**

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE, so as to take a full part in all school activities.

- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

## **9. RAVENSDALE JUNIOR SCHOOL BEHAVIOUR POLICY**

At Ravensdale Junior School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

### **Parents**

- To be aware of the Code of Conduct
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the school's authority to discipline children.

### **Staff**

- The Headteacher fully supports the staffs' authority to discipline.
- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere

### **Children:**

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the school's code of conduct
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement and good understanding of the 'RAVENS' ethos, we aim to emphasise the following positive qualities:

- Kindness
- Consideration
- Tolerance
- Respect

- Co-operation
- Patience
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Physical or verbal aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing
- Refusing to co-operate with staff requests
- Damage to school property
- Lying

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

**We have specific rules being enforced on the grounds of health, welfare and safety**

#### **A. Food and drink**

Children may bring fruit or vegetables from home to eat at morning play, they may also buy fruit from the tuck shop. Other than fruit, vegetables, packed lunches, and food for special class treats and celebrations, no food of any kind should be brought into school including sweets and drinks. Packed lunches need to be healthy and should not contain fizzy drinks, sweets and large chocolate bars.

#### **B. Jewellery**

Watches (no smart watches are allowed) , stud earrings and items of religious significance are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. A letter from parents is requested to give pupils permission to wear an item of religious jewellery. Teachers are not to assist children with the removal of jewellery. If children cannot remove jewellery themselves, it should be taken out at home on the days the child does PE.

#### **C. Hair**

Long hair should be tied back for school.

## **D . PE Kit**

Appropriate clothing must be worn for all PE activity. Parents are asked to provide:

PE kit – bare feet for indoor PE lessons, training shoes for outdoor games, blue or black PE shorts, a cotton T shirt in the appropriate house colour, or white, all kept in a PE bag.

During cold weather children may wear tracksuits for outdoor games.

If your child plays football at one of the clubs on offer at lunchtime, or after school, boots and shinpads should be worn.

Long hair should be tied back for PE.

## **D. School Clothing**

Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Children should always bring a waterproof coat with a hood as they will be outside at break times in light rain.

### **Girls**

Grey skirt/grey long or short trousers, white blouse or polo shirt, blue sweatshirt/cardigan, blue check school dress, grey school dress. Tie - royal blue with white stripes (optional)

### **Boys**

Grey long or short trousers, white shirt or polo shirt, blue sweatshirt. Tie - royal blue with white stripes (optional)

### **Footwear**

Black school style shoes or boots in leather or a similar material (not soft fabric). Plain black, blue or dark grey trainers may be worn. Children should not wear high heels or platforms.

Standard modifications for religious reasons are also acceptable in white, black or blue.

## **E. Personal Property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission, no balls under any circumstances). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

## **F. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances for Year 6 children and only with the prior permission of the Headteacher. (see mobile phones policy) They must be switched off when entering the school grounds.

Parents who insist that children require a mobile phone during school hours must express these reasons in their request to the Headteacher in writing. Such requests will be considered on an individual basis. If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

If parents are concerned about their child's safety on the way to or from school, they should ensure that they are accompanied by a responsible adult.

If a child brings a mobile phone to school without permission, an adult will be asked to collect it from the office.

## 10. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

This is centred upon 'class rules/class conduct' with the children being responsible for devising the content based on the RAVENS attitudes, thus giving them ownership and therefore agreement and understanding of them. The collation of the rules will be led by the teacher and the results will reflect the following:

1. Moving around the classroom and school in a safe manner (valuing others).
2. Listening to and following instructions. (aiming high, valuing others).
3. Being 'on task'. (aiming high, now it's me, sticking at it)
4. Respecting other people, their property and space.
5. Valuing others

All the rules should be positive and there are no 'don't' words. The language of the rules should be appropriate for the children in the class, but the content will be broadly the same. They will be displayed in each classroom.

The children will record their own warnings in class on a behaviour ladder in place in each classroom. These records will then be kept in the class behaviour folder.

The agreed steps are as follows:

### Stage 1 Verbal Warning

This is in response to low level behaviours such as talking at inappropriate times, wasting time, throwing a rubber, refusing to share classroom resources.

First offence:	(Step 1)	Verbal Warning
Second Offence:	(Step 2)	Verbal Warning
Third offence:	(Step 3)	Verbal Warning

### Stage 2 Amber Card

Fourth offence:	(Step 4)	Amber level
Fifth offence:	(Step 5)	Amber level

### Stage 3 Red Card

Sixth offence (Step 6)	Red level (A report is filed in the class behavior folder and parents are contacted)
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Children start again on 'green' at the beginning of each day. However, if six offences take place over the course of a week without leading to an amber card, the pupil will be moved onto amber anyway.

Teachers have the right to move children straight to a higher step, depending on the behaviour.

**Sanctions:** There is no sanction for being on steps 1-3. However, on Friday afternoon, all those children who have remained 'green' all week, will have 10 minutes of afternoon play. Those who have been on Amber or more, will miss the play and stand in the hall where a member of the Senior Leadership Team will discuss something positive that they have achieved that week.

**Children should be moved straight to 'Amber' for the following types of behavior:**

Inappropriate comments to children and staff, being deliberately spiteful to another child, taking another child's items without permission

**Sanction:** children will write a letter of apology in lunchtime support and then be able to go out to play. They will miss green play at the end of the week,

**Children should be moved straight to 'Red' level for the following type of behaviour:**

Fighting, personal name calling, swearing, spitting, biting, threatening behaviour, stealing, leaving the classroom without permission, mild vandalism, refusing to follow one or two instructions.

**Sanction:** depending on the behaviour, the child will have a lunchtime detention for between 1 and 3 days. Parents will be contacted.

If a child refuses to attend the detention, parents will be asked to attend a meeting in school.

If a child goes beyond red in any one day, or are disrupting the learning for the other pupils, they will be sent for a 'time out' period in another classroom of between 30 minutes and one hour.

If any child is refusing to follow staff instructions, a member of the SLT should be sent for, using the HELP card.

**If a child is 'red' 3 times in a half term, they will be moved onto 'report' and parents will be asked to attend a meeting.**

**Stage 3: On 'Report'**

Children can be moved straight to 'On report' level for the following types of behaviours: shouting at an adult, leaving school grounds, destroying property or an aggressive level of attack towards another child. Parents will be invited to a meeting and asked to call into school or 'phone at the end of each day to check on progress.

The child will be 'on report' for two weeks. They will be given a grade for behaviour at the end of each lesson, after discussion with the class teacher and will need to report to a member of the Senior Leadership Team at the end of each day.

If the child has not been moved to 'red' for the duration of the report period, they will go back onto the normal behaviour scheme.

If behaviour does not improve, a further meeting with parents will be called and either a personalised behaviour plan and/or a referral for a professional assessment will be put in place.

**Stage 4: Personalised behaviour plan**

For children who are finding it difficult to control their behavior due to a Special Educational Need, such as ASD or ADHD, then a personalised behavior plan will be drawn up in conjunction with parents and may

mean an adapted response to the behaviours which would normally result in an amber to red level response. The child will also be put onto our Special Educational Needs List.

If after an agreed time frame (3-6 weeks), there is no improvement in behaviour, a referral may be made to specialist outside agencies.

Behaviour plans should be reviewed every half term in a meeting with parents. This may be part of an MEP review meeting.

### **Stage 5: Extreme Behaviours**

The school will do all it can to put support in place to prevent exclusions taking place. However, it may be necessary to follow this course of action in the event of extremely challenging behaviour.

If the behaviour does not meet the criteria for exclusion, parents will be invited to a meeting to discuss how we can work together to prevent a further reoccurrence.

The following behaviours will result in an internal exclusion and may result in an external exclusion, depending on the severity of the behavior and whether it was an isolated incident, or part of a variety of other extreme behaviours used at the same time: physical aggression towards staff, a sustained aggressive attack on another child, destroying property intentionally, complete refusal to follow instructions for a sustained period of time or prolonged disruptive behavior. This list is not exhaustive and a response to all behaviours will be given individual consideration.

If a child refuses to attend an internal exclusion, an external exclusion may be given.

The head teacher decides whether to exclude a pupil, for a fixed term, or permanently, in line with the school's behavior policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Wherever possible, an external exclusion will be avoided and pupils will miss the equivalent time in lunchtime support instead.

The governors have agreed that the children concerned should pay for any loss or damage to school property.

After 2 external exclusions, if the extreme behaviours persist, the school will consider permanent exclusion. Permanent exclusion will also be considered for a first offence if the threat to the personal safety of staff and/or pupils was deemed to be a such a level, that the school feels unable to assure their safety if the child returns to school.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel.

The school follows the DFE policy regarding exclusions.

### **Pupils with SEND**

Following recent guidance, pupils with challenging SEND should not be excluded unless it can be proved that the school has done all it can within the physical and financial constraints of the organisation, to meet the needs of the child.

## **11. THE USE OF REASONABLE FORCE**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging school property, and to maintain good order and discipline in the classroom. Staff have been trained in the correct restraint procedures to use (Feb 2017) and a form is completed, as well as parents being informed if restraint does have to be used.

## **12. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## **13. CONFISCATION OF INAPPROPRIATE ITEMS**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

**Power to search without consent** for "prohibited items" including:

- knives and weapons
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

## Appendix 1

### **Behaviour Folders Contents**

- Class list - weekly record of amber/red cards
- Class list - ticks for positive texts sent home
- Class list - half termly Ravens achieved
- Class list - star of the week
- Behaviour Policy
- Rewards Policy
- Personalised behaviour plans
- Behaviour incident and star of the week sheet masters/copies
- Pupils behaviour records
- A4 Good to be Green Weekly Sheets