



The Ridge Primary School Behaviour and School Discipline Policy (including Anti-Bullying Policy)

Introduction

We aim for The Ridge Primary School to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain a close partnership between children, parents and staff so that children develop as lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

Policy Aims

The purpose of our behaviour policy is to:

- help us maintain a consistent approach which supports the aims and values of the school
- create a positive and orderly atmosphere which supports teaching and learning
- create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- ensure consistent implementation of this policy by all staff, especially in the delivery of rewards and sanctions
- ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to promoting positive behaviour

At The Ridge Primary School we:

- take a personal interest in the progress and welfare of every child
- seek to develop active learners with positive mindsets
- encourage children to understand that they have choices which lead to consequences
- use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours
- always take unacceptable behaviour seriously
- seek to identify and address persistent difficulties
- seek to show children that if poor behaviour occurs it is the behaviour which is unacceptable, not the child
- expect all staff to take responsibility for promoting good behaviour at all times
- expect all staff and visitors to the school to act as positive role models

- ensure that all staff are informed of any issues/needs that may arise, in order to ensure consistency of approach
- believe that it is crucial to work closely with parents and carers on managing behaviour issues when necessary and especially where there are persistent or serious difficulties
- ensure that vulnerable children, such as those with special educational needs, social, physical or mental health needs, receive sensitive and well matched behavioural support
- challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- greet children warmly, regardless of any undesirable events on the previous day

School Rules

At The Ridge positive behaviour is underpinned by a set of rules designed for everyone within the school community. We refer to these as the Golden Rules.

- We are active learners with a 'can do' attitude
- We are kind, helpful and polite to everyone
- We follow instructions the first time
- We keep our hands and feet to ourselves
- We walk quietly and sensibly around the school building
- We dress smartly and look after equipment and belongings

These rules are clearly displayed around the school. At the beginning of each school year, staff re-visit them to ensure that all children are familiar with them and understand them. The rules are regularly referred to and all staff take responsibility for ensuring that children follow them. Children are taught to observe others following the rules and acting as good role models and refer to the Golden Rules if they see mistakes being made.

Rights and Responsibilities

All members of the school community should work together to maintain our school ethos and in particular to promote positive behaviour. At The Ridge, we especially recognise the vital role of parents in promoting this and reflect that partnership within the Home School Agreement. (See Appendix 1).

Rights of Pupils:

- to know what is expected
- to be enabled to learn to the best of their ability
- to be listened to by the adults in school
- to be treated with consideration and respect
- to feel safe
- to be treated fairly

Responsibilities of Pupils:

- to follow the Golden Rules and
- to do their best
- to ensure that their behaviour does not prevent others from learning
- to treat others with consideration and respect
- to follow instructions from staff at the first time of asking
- to ask for help if needed
- to listen when others are speaking
- to try to sort out difficulties without making matters worse

Rights of Staff:

- to have a classroom atmosphere where effective teaching and learning takes place
- to be listened to
- to be treated with consideration and respect by pupils, parents and colleagues
- to feel safe
- to be treated fairly

Responsibilities of Staff:

- to encourage high standards of behaviour and apply the policy consistently
- to be a positive role model
- to provide an effective learning environment which is safe, well ordered and caring
- to provide all pupils with equal opportunity to achieve their full potential
- to liaise effectively with parents and carers
- to contribute to the open door policy for parents and deal with their concerns in a timely and professional manner, involving other staff as appropriate

Rights of Parents and Carers

- to be listened to
- to be treated with consideration and respect
- to have opportunities to talk with staff and share their child's achievements and any concerns

Responsibilities of Parents and Carers

- to encourage their children to have high standards of behaviour at all times
- to reinforce the behaviour policy by supporting the actions of the school when sanctions are imposed
- to inform staff of factors which might affect their child's learning and behaviour
- to treat staff with respect

Behaviour Expectations Descriptors

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We have explicit expectations of behaviour and these are clearly documented in our 'Behaviour Expectations Descriptors' grid. (See Appendix 2).

Pupils should understand that the choices they make lead to consequences: rewards or sanctions. It applies to behaviour in the classroom, around the school, on the playground and when out representing the school (e.g. on visits, at extra-curricular sporting events, when wearing school uniform to and from school).

The Behaviour Expectations Descriptors grid is used for guidance and whilst aiming for consistency, staff need to use their professional judgement and consider each incident on its own merits.

Within some areas of the school more specific rules exist to encourage positive behaviour.

Corridors

- Along corridors and stairs everyone should walk on the left hand side to allow others to pass with ease.
- Respect should be shown to others by acts of consideration such as holding doors open.

Hall

- Assembly – children are expected to enter and leave silently and sit silently whilst waiting.
- Lunchtimes – children should leave all areas tidy and put litter and food which has dropped on the floor in the bin. They should sit while eating and noise levels should be appropriate.

Playground

- Children are not allowed to play on the grassed bank, paths or ramp.
- Children are not to return into school without permission.
- Behaviour in The Ruby Garden should be appropriate for a quieter area of the school grounds. Children should not run through it.
- When the bell goes at the end of a break time, children should stand in silence. When signalled by staff, they walk to their line and stand one behind the other remaining in silence throughout.

At lunchtimes and playtimes our staff's main purpose is to keep children safe and ensure that they follow the Golden Rules. Unacceptable behaviour at lunchtimes must be referred to the Lunchtime Superintendent. If the matter is dangerous or serious, it should be referred to the Deputy or Headteacher.

Managing Behaviour

As consequences of behaviour, rewards and sanctions are used. These are detailed within the Behaviour Expectations grid. (See Appendix 2).

Initially children are encouraged to use a range of steps to solve difficulties which may occur with other children.

Step 1 - Ignore the offending behaviour. If the behaviour continues move to

Step 2 – Tell the other child/children that their behaviour is upsetting and ask them to stop. (*Warning 1*) If the behaviour continues move to

Step 3 – Tell the other child/children that they have been asked to stop and if they continue, then an adult will be told. (*Warning 2*) If the behaviour continues move to

Step 4 – Tell an adult.

Most other incidents of undesirable behaviour will be dealt with by classroom or lunchtime staff using a range of behaviour management strategies, rewards and sanctions. The school's philosophy is one of fairness and children accepting responsibility for the choices that they make. If others are involved, staff must ensure that they listen to both sides and seek witness accounts where possible. Staff will use their professional judgement to consider the severity of the incident and their knowledge of the child to decide whether to involve parents and/or senior staff.

Reflection Sheets

Pupils are encouraged to reflect on their behaviour and to facilitate this when they receive a yellow or red card they must complete a reflection sheet during 'time out' or when pupils have lost playtime. This sheet must be signed by the pupil, teacher and parents and handed in to the member of staff who is responsible for pupils missing Golden Play on Friday afternoons. If the signed reflection sheet is not returned during this session, parents will receive a text from the teacher on duty to notify them the form has not been returned and ensure they are aware that their child has received a behaviour card that week. Reflection sheets can be found in Appendix 3.

Good To Be Green

The 'Good To Be Green' approach to managing pupil behaviour compliments the rewards, sanctions detailed in the Behaviour Expectation grid and is used in Years 1 to 6. It is important that all staff understand and apply the approach consistently.

The Good To Be Green chart is to be prominently displayed in each classroom and the children must be aware of how the scheme operates.

- i) Behaviour which is deemed unacceptable is initially signalled to a child through a non verbal signal which doesn't interrupt the flow of learning (e.g. 'a look').
- ii) If the behaviour continues, the teacher will give a verbal warning reminding them of the Golden Rules.
- iii) If, following a verbal warning there is further unacceptable behaviour, a warning card is issued. The child will place the yellow card in the pocket in front of their name on the chart and their name is logged and dated on a yellow record sheet kept within the classroom. If a child has had a yellow warning card during the week, they will miss Golden Play on Friday and complete work, sent by the classteacher, with the teacher on duty. A signed Reflection Sheet will have been completed prior to this session and must be returned during this time.
- iv) If there are no further occurrences of poor behaviour the yellow card is removed at the start of the next session.
- v) If a yellow card has already been issued and there is a further incident where a Golden Rule is broken, the yellow card is replaced by a red card and there is a consequence. This may be missing playtime, actions to put right the wrong or another sanction decided by the teacher in line with the school policy. If the consequence is missing playtime, the child will complete a Reflection Sheet and work in a classroom.

- vi) When a red card is issued the child must be sent to the Key Stage Leader to explain why they have received a red card and what the sanction is. Their name is logged and dated on a red record sheet kept within the classroom and also recorded in the Key Stage Behaviour Log Book by the member of staff who has issued the red card. In addition, they will miss Golden Play on Friday.
- vii) Classteachers and Key Stage Leaders will regularly review both the Key Stage Behaviour Log Book and the record sheets to identify pupils who regularly lose their Golden Play. Pupils who have received 3 yellow cards during a term will automatically be given a red card following a verbal warning for the remainder of the term. Pupils who have received 3 red cards during a term will have a Behaviour Improvement Plan (BIP) as agreed by the class teacher, SENCo and Key Stage Leader.
- viii) Each Friday, pupils who have remained 'green' all week will receive a 'Good To Be Green' raffle ticket which is entered into the half termly draw held at the Golden Assembly.

Behaviour in Assembly and at Other Non-Lesson Times

- ix) All staff are empowered to give a verbal warning and, if necessary, refer the behaviour to the class teacher to issue the appropriate card.
- x) Year 6 Monitors will report any issues to the relevant class teacher, who will use their professional judgment in response to the referral. Year 6 Monitors are expected to be role models for outstanding behaviour and upholding the Golden Rules. If staff are concerned that any monitor is not a good role model, then they will report this to the Year 6 teacher who will decide what action needs to be taken.

Playground Behaviour

- xi) Staff will issue a verbal warning in response to unacceptable behaviour. If this persists they will issue a 'time out' sanction. If the member of staff considers it appropriate they may refer the behaviour to the class teacher and the relevant 'Good To Be Green' card issued.

Behaviour Beyond the School Gate

Children are expected to uphold the reputation of the school whenever they are out of school whether taking part in an official school visit or wearing the uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

The Ridge Primary School cannot be responsible for pupil behaviour when they are out of school but where appropriate will endeavour to investigate any incident reported to the school. The school will always co-operate with the police in any investigation of incidents which are thought to involve pupils from The Ridge.

Supporting Pupils with Additional Needs

Any child at any time during their schooling, could experience a period of change which may result in unwanted behaviours. For a small number of children there may be a specific

underlying condition or need which should be taken into account. Approaches to support these children could include:

- Discussion with the child about their behaviours
- Continued involvement from and liaison with parents
- Close liaison with the Special Needs Co-ordinator (SENCo)/ Deputy /Headteacher
- Providing additional support in liaison with SENCo
- Involving external agencies
- Implementation of a Behaviour Plan in liaison with the SENCo
- Alternative provision

Any approaches used will be reviewed regularly and adapted as necessary.

Bullying and Racial Harassment

Bullying is a particular behaviour where the harm that is inflicted – whether physical, emotional or both – is intentional. However, bullying has defining features which set it apart from other aggressive behaviours, in that it is

- repeated, and
- that the bully or bullies have greater access to power than their victim.

Incidents of bullying will be dealt with seriously and in accordance with the sanctions detailed in the school's Behaviour Expectation Descriptors.

All incidents relating to racial harassment will be taken seriously. It will be made clear that it is unacceptable and will not be tolerated. As required, all racial incidents will be reported to the governors and the Local Authority.

Use of Physical Intervention

At The Ridge we believe that children need to be safe, know how to behave and know that adults around them are able to manage them safely and confidently. For a very small number of children the use of physical intervention may be needed.

Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DFE 2011) defines reasonable force as the broad range of actions used that involves a degree of physical contact with pupils and is usually used to control or restrain pupils.

All members of the school staff have legal powers to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

Circumstances where staff may use force include separating pupils found fighting, if a pupil refuses to leave an area of the school, after being instructed to do so or to prevent pupils behaving in a way that disrupts a school event or visit. It is unlawful to use force as a punishment. All use of physical intervention must be recorded.

Screening and Searching Pupils

Staff reserve the right to search pupils for any item if the pupil agrees or for prohibited items without consent, provided that staff have reasonable grounds for suspecting that a pupil might have a prohibited item. See Screening, Searching and Confiscation: Advice for Headteachers, Staff and Governing Bodies (DFE 2011).

Allegations of Misconduct

Any allegations of misconduct against a member of staff will be taken seriously and referred to the Local Authority Designated Officer (LADO) and dealt with according to the Dudley Safeguarding procedures.

Exclusion

In most cases fixed term or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed term may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school.

Exclusions can only be imposed by the Headteacher or in her absence a designated representative, normally the Deputy Headteacher. Fixed term and Permanent Exclusions will be administered with respect to the Local Authority policy.

Penalty Notices

1) Parents/carers can be issued with Penalty Notices if a pupil who has been excluded contravenes the details set out in the Exclusion Letter as to their whereabouts during school hours throughout the duration of that Exclusion.

2) Parents/carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, to the Headteacher (by completing a Leave of Absence Request Form) detailing the 'exceptional circumstances' they would want the Headteacher to take into consideration in deciding if any Leave of Absence can be agreed.

- Parents/carers should ensure that the request is made in 15 school days in advance of any Leave of Absence to be taken.
- Should any Leave of Absence be taken without a request having been made parents/carers may still be issued with Penalty Notices.
- Parents/carers are advised to apply for a Leave of Absence before planning, booking or paying for any part of a Leave of Absence.
- Legislation dictates that a Leave of Absence request can only be considered from a parent/carer with whom the pupil normally lives.
- Leave of Absence requests from a parent/carer that a pupil does not normally live with cannot be considered under any circumstances.

Monitoring and Review

The Governors will review the policy as determined by the programme agreed and detailed in the policy review cycle.

Date of ratification: September 2017

Policy to be reviewed: September 2019

Signed:

Date:



September 2017