



The Trent-Rylands Federation

Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School



POLICY FOR PUPIL DISCIPLINE AND BEHAVIOUR including pupil exclusion at Beeston Rylands Junior School

- **THIS DOCUMENT IS** a statement of the process of managing behaviour successfully at Beeston Rylands Junior School.
- **IT WAS DEVELOPED** in 2016-17 through a process of consultation with teaching staff, support staff, governors and pupils
- **IT WILL BE** continuously reviewed, updated and approved by the Governing Body, Executive Headteacher , Staff and Pupils
- This policy will be **REVIEWED ANNUALLY**

Date of review	Autumn 2020	Autumn 2021	Autumn 2022
Signed			

This policy follows 'Behaviour and discipline in schools. Guidance for governing bodies' published by the DfE in January 2016.

Introduction

Beeston Rylands Junior School is a well ordered community where standards of behaviour are very good and built upon feelings of mutual respect.

Our aim is to maintain a safe and caring school where: children learn to behave appropriately in a variety of situations; where bullying, racism, or discrimination of any kind are seen as completely unacceptable and where we work together with parents, governors and members of the community to ensure that children know the difference between right and wrong.

We believe it is important to teach the children in an atmosphere of warmth and support, celebrating their achievements, so that they can grow in confidence, feel valued and develop positive self-esteem.

To help us achieve all the above we have agreed the following policy which states clearly our school rules, the rewards children can expect for keeping them and the sanctions we will employ if they are broken.

As a school we take our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what make some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration risk of radicalisation and extremism; female genital mutilation; forced marriage and honour based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and appropriate action is taken swiftly and that it is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

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With regard to the screening and searching pupils and the confiscation of belongings we will follow the guidance issued by the DfE in the document *'Screening, searching and confiscation. Advice for head teachers, staff and governing bodies'*. Parents will be informed immediately if any prohibited items are found.

This policy is designed to be implemented by school staff when pupils are in their care; however we are aware of our *'power to discipline beyond the school gate'*. Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Any such bad behaviour when the child is:

- taking part in any school-organised or school-related activity not directly supervised by a member of school staff;
- travelling to or from school;
- 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;
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

Will be dealt with in consultation with parents.

The police will be informed if the behaviour is criminal or poses a serious threat to a member of the public. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Aims

- To promote self-discipline and proper regard for authority among children.
- To encourage good behaviour and respect for others and prevent all forms of bullying among children.
- To ensure children's standard of behaviour is acceptable and does not disrupt the learning of others.
- To promote good behaviour within the school and in the wider community
- To create an ethos where all children can feel safe at school and in the community

Beeston Rylands Junior School promotes positive attitudes and good behaviour.

Praise, kind words and a show of respect and approval are all used to encourage good conduct and thoughtfulness.

The staff always try to help pupils by insisting on, and modelling, high standards of behaviour and effort.

At Beeston Rylands Junior School certain practices will support behaviour and discipline.

We promote rights and responsibilities in order to create a positive ethos. This is the "Rylands Way." These rules are for all times and all circumstances.



◆ Follow instructions with thought and care



◆ Show good manners at all times



◆ Care for everyone and everything

How good behaviour is rewarded at our school

At Beeston Rylands we have high expectations of children's behaviour and pupils will be rewarded regularly for demonstrating this. Our aim is for a child to receive recognition for good behaviour each and every day through a number of ways:



1. Praise – this can be verbal, written or both



2. Messages sent home via note or text.



3. Class points and stamps - Class points are awarded for effort in many areas, as well as for ongoing behaviour and displaying “positive learning behaviour” all day. This is where a child remains on the “Happy side” of the classroom white board all day.

For every five class points that are awarded, the child receives a BRJS stamp on the class reward chart. A certificate is awarded for every ten stamps gained. Notes and certificates are sent home for the achievement to be celebrated further.

The rewards are as follows:

- 10 stamps= Bronze certificate
- 20 stamps= Silver certificate
- 30 stamps= Gold certificate
- 40 stamps= Super Gold certificate
- 50 stamps= Platinum certificate
- 60 stamps= Diamond certificate
- 70 stamps= Head Teacher’s certificate

Each class has a proportionate target related to the total number of stamps gained as a class. For example, if there are 30 children in class this will be multiplied by 10 so a proportionate target of 300 accumulated stamps need to be gained. When this target is achieved the class is entitled to choose a reward for one session. Rewards may include watching a DVD, extra P.E., art or I.C.T.



4. Certificates

A special “Star Award” praise assembly is held every Friday. “Star Certificates” are awarded weekly in this assembly to two or three children from each class who have displayed excellent behaviour and a positive learning attitude. Those pupils, who receive a certificate, have their certificate and photograph displayed during the following week.



5. 10 minutes extra playtime

We believe it is important for rewards to be gained as a whole class as well as on individual basis. This encourages co-operation with peers and an ethos where the collective behaviour of everyone matters. Our class awards are awarded for demonstrating:

Respect

Showing respect for the race, religion, culture, ability and needs of others.

Caring for our school

Putting things away, tidying up, asking to borrow things, putting litter in the bin, and looking after resources and everyone’s belongings.

Responsibility

Working sensibly at all times, anywhere and being responsible for yourself (not being distracted or blaming others).

Playing

Playing together, older and younger children playing together, being sensible, thoughtful and considerate.

Attendance

Attending school, on time, everyday

Ten minutes extra playtime is awarded for gaining the weekly:



Tidiest class award



Best class attendance award



Class respect award

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These ten minutes can be taken at the next most convenient opportunity or “banked” for a longer period of time outside.

Pupils who choose to disregard the rules

A series of repercussions is in place if a child chooses to disregard the rules. These repercussions are hierarchical and designed to reinforce the Rylands Way and teach children how to follow this. All adults in school have the right to impose repercussions, except exclusion, which is the responsibility of the Executive Headteacher. If the behaviour is extreme or physical then the child should go straight to the Executive Headteacher/Head of School/Member of the SLT dependent on who is available to appropriately deal with the behaviour.

If repercussions are required, the following steps are taken:

1st violation of any rule: display pupil's name on the sad side of the whiteboard

Name

2nd violation of any rule: circle the pupil's name



*3rd violation of any rule: a diagonal line is placed through the circle.
The consequence of this is the next morning or afternoon playtime is missed.*



Loss of playtime takes place in the classroom of the teacher on “Time out” duty. The child will be sent to this class and be expected to explain the reason for their missed play. This ensures the child is aware of the inappropriate behaviour they have displayed or the rules they have broken. This behaviour is then recorded in the “Missed Playtime” log.

Once a child returns to class, their name is rubbed off and the system begins again. It is hoped in this way that a child can then begin to display appropriate learning behaviour and start to enjoy the positive reward system.

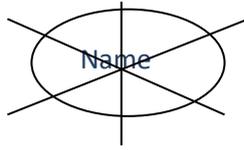
If, however, a child returns and their behaviour continues to be inappropriate:

4th violation of any rule: a second diagonal line is drawn through the centre of the circle.



The pupil is sent to another class and remains there for ten minutes. (15 minutes playtime is lost) A child could also receive this sanction before a playtime is lost or if the teacher feels behaviour is so inappropriate that the first few stages need to be “leap frogged”

5th violation of any rule: A vertical line is drawn through the centre of the circle .The pupil is immediately sent to the Head teacher.



If a child misses 2 playtimes in a week, parents will be contacted via text from the class teacher/school office.

At the end of each school day any names displayed on the sad side of the whiteboard are erased so that the pupils can make a positive start to the following day. However, any 'lost playtimes' from the end of the previous day will still need to be addressed.

Where there is a serious or persistent problem, parents will be contacted and invited to visit the school to discuss the issue and establish positive solutions.

In serious cases of poor behaviour involving pupils with special educational needs, staff will seek the advice of the SENCO.

The final and gravest form of action is for a child to be excluded from school either for a short time or permanently.

Strategies for supporting behaviour management

These include: Behaviour management and assertive discipline techniques, individual behaviour programmes, group support programmes such as circle of friends and 1:1 mentoring.

Strategies for promoting good behaviour

Rules, Rewards and Repercussions will be displayed together, prominently and attractively throughout the school. Teaching about them will take place in assemblies and PSHE lessons.

Setting good habits early

To help children establish regular attendance and good behaviour from the start, we actively involve parents in the process.

Early intervention

Prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated.

Monitoring

The use of rewards and repercussions are monitored periodically so as to ensure consistency of approach.

Work with parents

Support is available to those parents who seek support to handle their child's behaviour. Signposting, or referral to family support services such as community nurses, learning behaviour and support teams, parenting programmes as well as actioning the TAC (Team Around Children) process (a multi-agency support process) are all activities that are in place.

Work with colleagues from related disciplines

These include speech therapists, nurses, consultant paediatricians and educational psychologists on addressing any underlying causes.

Staff development

The school uses relevant professionals to provide in school advice and training

Children with Special Needs

We will make reasonable adjustments in the application of the behaviour policy where there are individual pupils with SEN or behavioural disabilities, and any other pupil at risk of disaffection and exclusion. The school will make special education provision for pupils whose behaviour related difficulties require it.

We will plan pro-actively how the school's disciplinary framework should be applied to each of these pupils and ensure that those in contact with the pupil know what has been agreed. There will be a named key person in school who knows the individual children well, has good links with home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework in the case of a particular child.

Children

Involving children will help reinforce this school behaviour policy by active involvement in the choice of instructions, anti-bullying strategies, contributing ideas through in class discussions and through the school council.

Parents

Ryland's Junior school will encourage parents to support good behaviour through home school agreements, parents' meetings and newsletters.

Supply staff

Supply staff will be made aware of the Behaviour Policy.

Lunchtimes

We are committed to making lunchtimes enjoyable, pleasant and productive. It is expected that 'The 'Rylands Way' continues during this part of the day.

We operate a 'Green Card System'. This is about recognising and rewarding good behaviour and signalling inappropriate behaviour. The school rules displayed on them. Green cards are selected for children who are clearly following the school rules.

Green cards are rewarded as follows:

- Verbal recognition from class teacher/ adults in class.
- Card displayed on a pin board in class.
- Class teacher logs the issue of the green card
- All cards placed into a "Hat" for 'Class draw' each Friday afternoon by the Senior MDSA.
- A small prize is given.
- At the end of each half term a child will be chosen from the Green card draw to attend a school based treat.
- The more green cards pupils receive the more opportunities they have to be rewarded.
- At times, when an opportunity for pupils to represent the school in the community arises, green cards will be placed in a bag and pupils drawn out to attend the event.

In addition to the Green Card System MDSA's will also award special certificates for pupils being consistently well behaved. These certificates will be handed out in the star assembly celebration and displayed for a week in the hall.

The MDSA's also award the weekly "Class Respect" award for the class which has demonstrated: respect, politeness, good manners, caring for others, being thoughtful & considerate to others and playing co-operatively and sensibly during lunchtime.

Pupils who choose to disregard the rules at Lunchtime

If the behaviour is extreme or physical and cannot easily be resolved by the MSDAs then the child should go straight to the Executive Headteacher/Head of School/Member of the SLT dependent on who is available to appropriately deal with the behaviour.

And finally

In all matters of pupil conduct and behaviour the school is committed to providing a safe, stable and caring environment. It is further committed to a sense of fairness by making it clear to pupils and their parents what is classed as acceptable or unacceptable.

Covid-19 Coronavirus Behaviour Policy Appendix

- We will continue to follow the existing behaviour policies with an emphasis on positive praise and structured warnings/sanctions. There is an expectation that all children will follow hygiene procedures including washing their hands when asked to, using tissues appropriately and socially distancing where possible, and they are able to do so. Parents will be asked to collect their child from school if they repeatedly refuse to do this. This is for the safety of other children and staff.
- We expect children to remain in their own class when outside at lunch or break time.
- All certificates will be sent out to parents via email.
- Any children missing a playtime will be asked to sit outside the Headteacher's Office and will be supervised by the Executive Headteacher, Head of School or Admin staff.
- The lunchtime staff will only issue green cards, there will be no class or individual lunchtime respect awards. The prize draw for the green cards will be carried out by the senior MDSA. The selected children will be informed by the senior MDSA.

OTHER POLICY DOCUMENTS THAT UNDERPIN THIS POLICY FOR BEHAVIOUR

- ANTI BULLYING POLICY
- USE OF FORCE TO CONTROL OR RESTRAIN PUPILS POLICY
- SPECIAL EDUCATIONAL NEEDS POLICY
- ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF
- PEER ON PEER ABUSE POLICY
- EQUALITY POLICY
- WHOLE SCHOOL POLICY FOR CHILD PROTECTION AND TO SAFEGUARDING
- ATTENDANCE POLICY
- ONLINE SAFETY POLICY
- ICT AND INTERNET SAFETY