



## **PUPIL BEHAVIOUR AND DISCIPLINE POLICY FOR RUSH COMMON SCHOOL**

In this policy as in all documents of Rush Common Academy Trust (“RCAT”) any reference to Governors of Rush Common School or Trustees of RCAT is a reference to the Board of Directors of Rush Common Academy Trust and any reference to the Headteacher of Rush Common School is a reference to the Chief Executive Officer of RCAT.

### **Mission Statement**

We wish to provide an environment where there is mutual respect, support, encouragement, security and independence and where all the members of the school share responsibility for implementing this ethos successfully.

### **Introduction**

At Rush Common School we strive to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. We aim to promote an environment where everyone feels happy, safe and secure which is fundamental for effective teaching and learning. Our policy and school approach to behaviour and discipline is based on four principles: clear, positive expectations; self- awareness and self-esteem; clear responses to negative behaviour and supportive structures for those who find success difficult. At Rush Common School no form of bullying will be accepted (please refer to Anti-bullying policy).

### **1. Aims and Expectations**

- To ensure the safety and wellbeing of all children, staff and visitors to the school.
- To provide an environment where effective teaching and learning can take place.
- To develop a consistent whole school behaviour policy, supported and followed by the whole school community: children, staff, parents/carers and directors.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- To develop emotional literacy and improve the emotional health of children, staff and parents/carers.
- To encourage and praise effort as well as achievement.
- To understand other people’s feelings and offer an empathic response.
- To respond positively to good behaviour and fairly and reasonably to negative behaviour.
- To encourage children to model and apply the Rush Common Values in all aspects of their lives.

### **2. Implementation**

Rush Common School follows a positive discipline approach. We aim to pay more attention to what children are doing right rather than what they are doing wrong.

## **2.1 Positive Discipline**

- Uses methods that are fair, firm and consistent.
- Teaches the difference between right and wrong, what behaviour is acceptable and what is not, in a positive way.
- Establishes and maintains clear boundaries.
- Rewards positive behaviour, including where the Rush Common School Values have been demonstrated.
- Uses reasonable penalties in response to negative behaviour.

## **2.2 Establishing and Maintaining Clear Boundaries**

The School Code of Behaviour is positively fostered and made explicit throughout Rush Common School. It is displayed at various locations around the school and in the school entrance. School staff reinforce the code in everyday school life. Expectations are linked closely to the Rush Common 'Values-based Curriculum'.

### **2.2.1 School Code of Behaviour**

- Listen to the teacher or responsible adult and to each other.
- Be kind, polite and helpful to others.
- Call everyone by their name in a respectful manner.
- Have respect for ourselves, others and our environment.
- Share with each other.
- Treat others how we would like them to treat us.
- Use kind words and gentle touch at all times.
- Move around the school calmly and quietly.
- Respect differences between ourselves and others.
- Support each other to prevent bullying.

### **2.2.2 Expected Classroom Behaviour to Ensure an Effective Learning Environment**

In addition to the School Code, each class also has its own Classroom Code. The Classroom Code needs to:

- have a maximum of 5 statements of behaviour;
- be discussed and negotiated with the children;
- be visually displayed in the classroom;
- be discussed at a year group meeting.

In every classroom, pupils are expected to move quietly and calmly around and always respect others' belongings and opinions; and address adults by their appropriate title. Every class in the school follows our smiley/sad face system 😊/☹️. To promote positive learning and behaviour, children's names are written under the smiley face. When a child's name is written under the sad face, this constitutes step two of the reasonable penalties for negative behaviours (see section 2.1.4). A 'House points' chart is also displayed in every classroom; House points are rewarded when exemplary or exceptional learning behaviours are demonstrated.

A Flowchart is also displayed in each classroom (Appendix C) to ensure that the steps of the school Behaviour Policy are explicit to all members of the school community and to encourage children to take responsibility for their own behaviour choices.

### **2.2.3 Rewarding Positive Behaviour.**

We praise and reward children for appropriate behaviour in a variety of ways:

- House points
- Good News Slips
- Smiley face board
- Gestures of approval
- Humour
- Quiet encouraging talk
- Private verbal praise
- Public verbal praise
- Asking another member of staff to pass on approval
- General praise to the whole class/group
- Praise in front of Directors/visitors
- Special responsibility
- Written comments on work
- Prominent display of pupils' work
- Visit to Headteacher/senior staff
- Comments via Home School Link Book if appropriate

### **2.3.4 Use of Reasonable Penalties in Response to Negative Behaviour**

On occasion, when children choose not to follow classroom or school codes, the following penalties/consequences are imposed:

- Disapproving look; positive reminder; verbal warning – in the form of choice/consequence; expectation of compliance.
- Use of the sad face board (see section 2.1.2).
- Child moved nearer to the adult responsible/moved to another seat or place in room for thinking time.
- Time out: child moved away from the group/class (child should always be within adult's sight and should be seated not standing) incident is recorded in the class behaviour book (held by the class teacher).
- Removal of privileges i.e. appropriate amount of time deducted from playtime/dinnertime.
- Child sent to Head of Phase or, if appropriate sent to Headteacher / Deputy Headteacher
- Meet with parents/carers.

In an instance of severe misbehaviour (e.g. intentional physical violence, extreme defiance of adult, swearing, stealing) the Head of Phase, Deputy Headteacher or Headteacher should be sent for.

In an instance of biting the pupil should go immediately to the Headteacher or member of the Leadership Team if the Headteacher is not available.

### **2.3.5 Dinner Time and Playtimes**

A playtime code, devised and agreed by pupils, is in place to encourage and support positive behaviours at dinner times and playtimes.

Should negative behaviours be identified during these times, the following sanctions will be applied:

- Verbal warning (choice/consequence).
- Stand next to/close to responsible adult for an appropriate amount of time.
- Reflection time for specific amount of time (5 minutes KS1/ 10 minutes KS2).
- Continued misbehaviour/severe misbehaviour - matter referred to Deputy Headteacher or Headteacher.

After instances of negative behaviour in the classroom or during dinner time and playtimes, (detailed in section 2.1.4 and 2.1.5) children will be asked to complete a 'Reflect and Repair' (Appendix D) sheet to think about their behaviour choices and the steps they can take to make the right choices next time. Once completed, these are held in a folder in the School Office for the school's records.

### **2.3.6 Internal Exclusion**

Internal exclusion will be implemented in cases where consequences/penalties detailed above have not above have been effective and a child's behaviour requires a more serious consequence. Internal exclusion is used to offer immediate, short term provision in order that learning and teaching for the rest of the pupils can continue uninterrupted. Children placed in internal exclusion are treated normally and respectfully. When pupils are placed in internal exclusion they will be expected to complete the following activities:

- Complete a proportion of work which they are missing in class, set by the class teacher or supervising teacher;
- Discuss the incident with an adult, with suggestion as to how the same situation can be avoided in the future; completion of a Reflect and Repair sheet sheet (Appendix D)
- Where appropriate, complete a written apology (e.g. a sorry card or letter).

A period of internal exclusion would normally be one day and all instances will be agreed to by a member of the Leadership Team. At home time parents/carers will be invited to attend a meeting with their child and the teacher to discuss the behaviour which has led to the internal exclusion. At this meeting a plan will be made to support the child and to help them improve their behaviour by making positive choices. Where possible, parents/carers are to be given advanced warning of the meeting.

### **2.3.7 Regulating the conduct of pupils when they are not on the school premises and are not under the lawful control/charge of a member of the school staff**

Rush Common School ensures that children are encouraged to model the expectations in the School Code of Behaviour when outside of the school premises. This is achieved through assemblies and lessons linked to our Values-based curriculum; close links with the local police; regular E-safety lessons; an E-safety Committee and involvement in the Junior Citizenship Programme. The main entrance and exit to the school is also supervised by an adult in order to encourage positive entrance behaviours when children are not on the school site.

### **3. Legal Position - Use of Reasonable Force**

All members of staff are aware of the regulations regarding the use of force by teachers (Education Act 1996: The Use of Force to control or Restrain Pupils and DfE guidance July 2013). At Rush Common School reasonable force is used for two purposes: to control pupils or to restrain.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. Staff will use no more force than is needed and never use force as a means of punishment. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. School may also choose for example to restrain a pupil at risk of harming themselves through physical outbursts.

Restraint and physical intervention is only used at Rush Common School where and when a pupil puts his/her own safety at risk or the safety of other pupils, staff or other adults in the school. Only staff trained in positive handling will be called upon to restrain pupils. In exceptional circumstances, where pupils and staff are at real or immediate risk from harm and best efforts have been made to locate trained staff, any staff member may be involved in the restraint process. The following procedures are to be followed:

- A positive handling plan produced with clear guidelines of when, where and how physical restraint may need to be used.
- A consultation process followed with staff, parents/carers and relevant professionals, e.g. Educational Psychologist
- A monitoring and evaluation system set up.

All restraints are recorded in a bound hardback book detailing the reason for restraint being used, the outcome, who was involved and date/time of the incident. In addition, a restraint information slip is sent to parents to inform them if their child has been restrained.

Rush Common School acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) in term of the use of reasonable force.

## **4. The Role of the Class Teacher**

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

The class teachers at Rush Common 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 classroom code consistently. The teacher treats all children in their class with respect and understanding.

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

The class teacher reports to parents/carers about the progress of each child in their class, in-line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Guidance for all staff is set out in Appendix A of this policy.

### **4.1 The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Pupil Behaviour and Discipline Policy consistently throughout the school and to report to Directors, 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 children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Board of Directors of RCAT has been notified and the Exclusion of Pupils Policy has been followed. See paragraph 5 below.

### **4.2 The Role of Parents/Carers**

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. Parents/carers will be given the opportunity to attend parenting support sessions.

A parent guide for supporting positive behaviour has been drafted by staff and is made available to all new parents/carers as well as being available on request.

We expect parents/carers to support their child's learning and to co-operate with the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable penalties with a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the Board of Directors of RCAT. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **4.3 The Role of the Board of Directors**

The Board of Directors has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Board supports the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the Pupil Behaviour and Discipline Policy, but the Board may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

#### **5. Fixed-Term and Permanent Exclusions**

This paragraph should be read in conjunction with the school's Exclusion of Pupil's Policy.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Board of Directors. The school informs the parents/carers how to make any such appeal.

The Headteacher informs the Board of Directors and Education Officers about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Board of Directors itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Board of Directors has a Pupil Behaviour and Discipline Appeals Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Directors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and consider whether the pupil should be reinstated. If the Pupil Behaviour and Discipline Appeals Committee decide that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **6. Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Board of Directors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher is aware of 'minor' classroom incidents, which are recorded in a class behaviour book. 'Medium' incidents where a Phase Leader, the Deputy Headteacher or the Headteacher have been involved, are recorded in a whole school bound Behaviour Book which is kept in a central location and checked regularly by a Senior Leader in case further action is required. Major incidents (see Section 2.3.4) will be recorded on a Behaviour Form and included on a Behaviour Log held by the head of Pupil Support and Welfare.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Board of Directors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **7. Preventing Radicalisation**

The Counter Terrorism Act (2015) and Keeping Children Safe in Education document (July 2015) places responsibility on schools and other agencies to ensure that they have due regard to the need to prevent people from being drawn into terrorism.

School has a duty to identify and report on any issues where someone may be identified as being drawn into terrorism or extremist views (violent or non-violent). We work with social care, the police, health services and other services (including Oxfordshire Safeguarding Children's Board) to promote the welfare of children and protect them from harm.

We have clear procedures in place for protecting children at risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Even very young children might show signs of radicalisation.

The Designated safeguarding Lead can make a referral about any adult (to Social and Healthcare Team) or child, who school think may be vulnerable to being drawn into terrorism, via the safeguarding team (MASH) or by calling the police (999) or on 101 for non-urgent concerns.

## **8. Review of this Policy**

The Board of Directors, through its Pupil Support and Welfare Committee, reviews this policy every three years. It may however review this policy and procedure earlier than this if the government produces new regulations, or if it receives recommendations on how the Policy and procedure might be improved.

**Approved by Pupil Support and Welfare Committee of Rush Common Academy Trust on 15<sup>th</sup> March 2016**

**Signed: Chris Wilmshurst**

**(Chair of Board of Directors)**

**Signed: L Youngman**

**(Headteacher)**

**Date for Review: March 2019**

## **Appendix A**

### **Guidance for Staff**

#### **Pupils entering the school site**

- Children enter the school site behaving in a manner that is both sensible and respectful ready to begin learning in a responsible and purposeful way
- They walk calmly into the playground using this time as an opportunity for quiet conversation but no “games”

#### **Pupils coming in from outside (break times and lunchtime)**

- When the first whistle blows all pupils stand in silence
- On the second whistle pupils walk to line calmly and line up quietly
- Class teacher/adult responsible meet pupils and ensures they enter school quietly and sensibly.

#### **Pupils going outside**

- Pupils put possessions away responsibly and promptly
- Pupils line up calmly and adult responsible leads them outside
- Pupils walk outside school in a calm manner at all times
- At playtime/lunchtime pupils remain with adult responsible until the adult on duty (teacher/dinner supervisor) takes over responsibility.

#### **Moving around school**

- Pupils walk calmly at all times
- Pupils demonstrate respect and an awareness of others i.e. opening doors, assisting younger pupils, addressing adults by their title.
- Pupils enter and exit assemblies silently.

#### **End of school day**

- Foundation Stage pupils sit quietly in the classroom and wait for parents/carers to collect them from the classroom.
- Key Stage 1 pupils are lined up by the adult responsible and taken outside to parents/carers
- Key Stage 2 pupils walk quietly and calmly off school premises.
- Bicycles or scooters must not be ridden on school premises
- All pupils and parents/carers must be off the school site by 3.15pm, unless attending clubs/activities/meetings.

#### **Dinner Time**

- Children are expected to follow guidelines as outlined above. In addition when entering/ leaving for lunch, the children are expected to move quietly around the school in single file and under adult supervision. There is an expectation that pupils eat using appropriate table manners and show respect for others around them.
- Follow routines for toilet/hand washing.

## Swearing/Biting

Swearing or biting will not be accepted and must be dealt with as quickly as possible after the event.

- The pupil will be sent to the Headteacher
- Pupil's parents/carers will be contacted and the pupil will explain their conduct
- Subsequent incidents will be treated as above. In addition the Headteacher will agree a period of separation for the pupil concerned. This will be shared with the pupil's parents/carers.

## Choices and Consequence

Offering children choices, with related consequences, helps them to understand that they are responsible for their behaviour. It keeps adults in charge without the need for coercion or making children feel powerless.

When giving choices and consequences, keep the emphasis on the positive:

*"X you have a choice. You can ... or you can choose not to... If you do ...you will get.... If you do not you will have to move nearer to me.... It is your choice."*

Other methods

- a. Ignoring behaviour (not child)

Some minor forms of behaviour are better ignored than given attention.

- b. Time out

Time out is useful for helping children to calm down when angry or getting out of control. It is not intended to be a punishment banishing the child, but an opportunity for the child to calm down, to reflect on behaviour and to make a fresh start. It should be reserved for behaviour such as violence that the child knows is unacceptable or as a severe consequence to repeated negative behaviour. It should not be used at random for minor misdemeanours.

- c. One to one discussion

Guidelines:

- Show empathy and concern- not as a punishment but to help and offer guidance
- Ask pupil questions to try to find out the reason for the misbehaviour
- Ask what you, as the class teacher/adult responsible, can do to help
- Discuss with child how they can improve and change behaviour (suggest strategies)

#### d. Pupil Profiles

If a pupil needs more than or different to normal classroom or school strategies, class teachers should liaise with the Special Needs Coordinator (SENCo) and register the child as 'SEN Need'.

#### e. Behaviour plans

Some children will have Individual Behaviour Plans (IBP)<sup>1</sup> which all staff are aware of and follow. It is probable that **they will follow a different methodology for dealing with their behaviour** as elements of the standard procedure may escalate the situation. The class teacher and SENCo are responsible for drawing up and maintaining these as appropriate. A copy of each child's IBP is to be kept in their file, in their classroom, saved on RM Unify and in the School Office.

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<sup>1</sup> See Appendix B - Example IBP

**Appendix B  
Individual Behaviour Plan: Rush Common School**



**Pupil's Name**

**Date:**

**Behaviours we would like to see more of**

<b>My Good Choices</b>	<b>What I need to do</b>	<b>What the adults will do to help</b>	<b>My reward will be</b>

**Behaviours we'd like to see less of**

<b>I will try not to</b>	<b>What I need to do</b>	<b>The adult will...</b>	<b>Consequences</b>

**Behaviours we do not want to see at all**

<b>If I</b>	<b>The Adults will</b>	<b>Consequences</b>

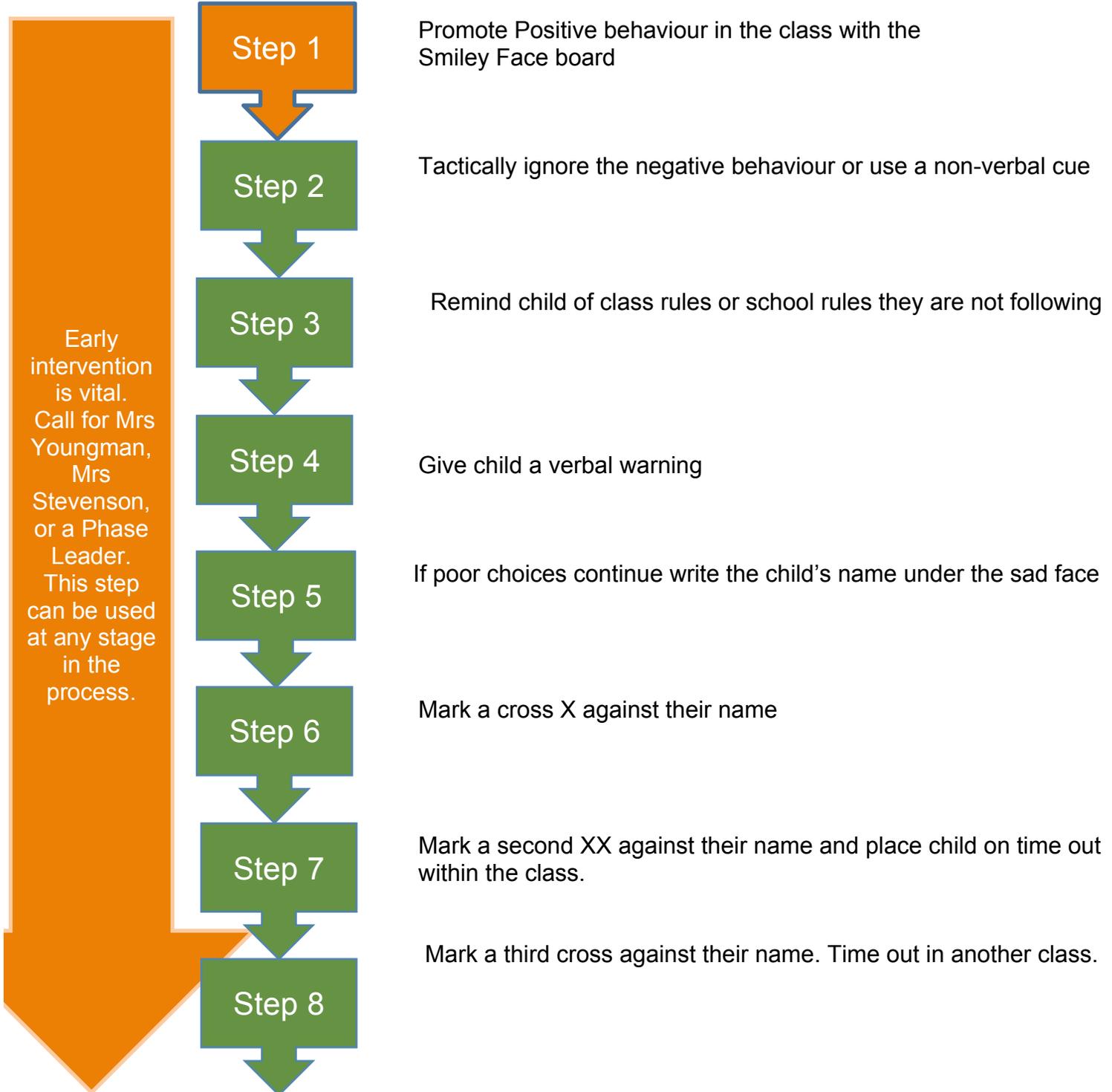
**I understand this action plan and agree this is fair**

**Signed by** ..... **Pupil** **Date:** .....

**Discussed with** .....

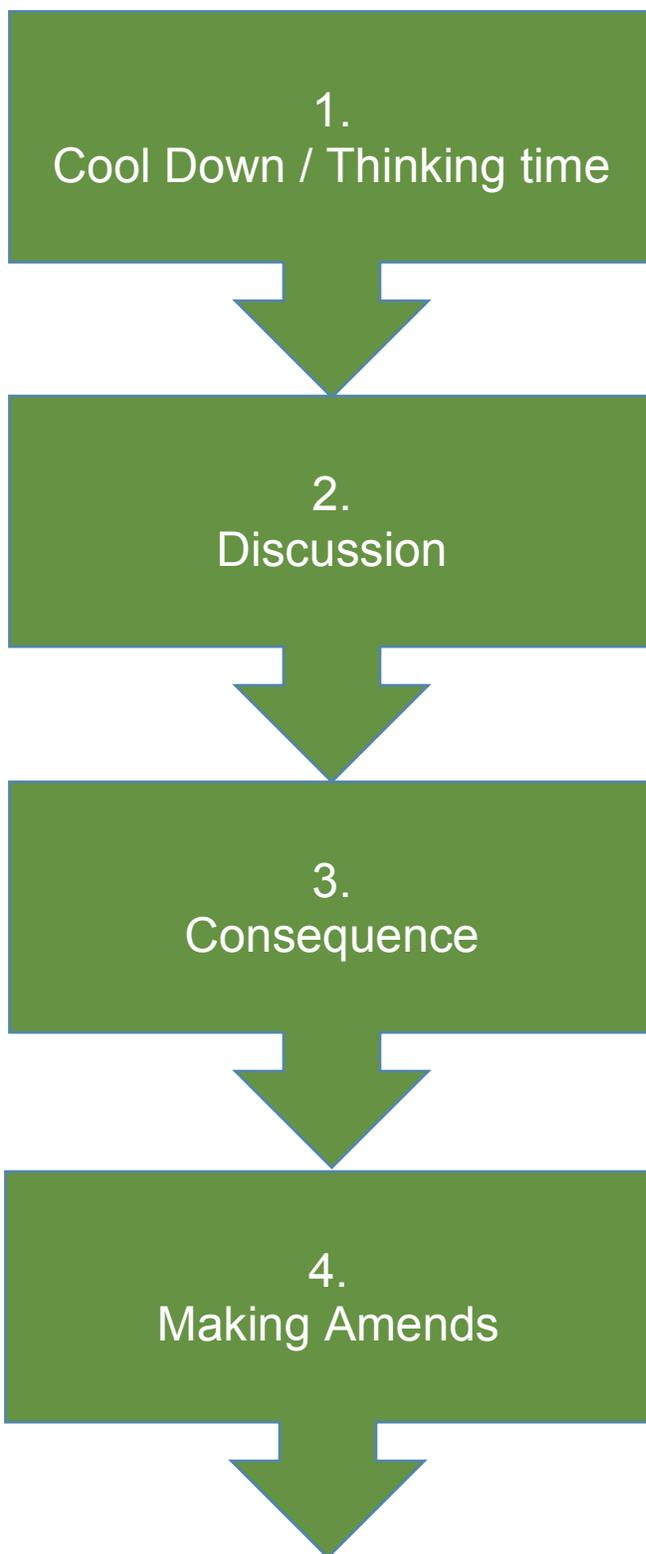


## Smiley Face/ Sad Face System





# Four Point Plan





## Appendix D

### REFLECT AND REPAIR

When things go wrong, it is important to take some time to calm down so you can explain your own point of view. Everyone makes mistakes; when we make mistakes, we need to “put things right”. When we “put things right”, people respect us for taking responsibility for our behaviour. Then, we can have a NEW START.

What did you do that got you into trouble? What is your side of the story?



How did it affect other people, how did you make other people feel?

Do you wish you had done anything differently?



What could school do to help you if you are in the same situation again?

What can you do to put things right?

Written by ..... date

.....

Discussed with .....

Consequences/further action

.....

Copy sent home/on file (circle)

# Rush Common School Pupil Reflect and Repair Sheet



<b>Name</b>	
<b>Year group and Class Teacher</b>	
<b>Date</b>	

**Read this first**

- 1. You have been give reflection time from the class to think about the choices you made today.**
- 2. It is your responsibility to work with your teacher and other adults in the school so you can make better choices for the future.**

**You now need to:**

- 1. Complete this sheet.**
- 2. Discuss with an adult how to plan to help you make positive choices in the future.**

<b>What happened that led to you making the wrong choices today?</b> 	
<b>Which choices did you make in your class when the problem arose?</b>	
<b>What did you say and do?</b>	

<p><b>What has been the impact of your choices on your learning today?</b></p> 	
<p><b>What has been the impact of your choices on the learning of others today?</b></p>	
<p><b>How else have your choices affected others?</b></p>	
<p><b>List three steps you could do or think next time in order to make the right choices and remain calm.</b></p>	
<p><b>How can the adults in school help me achieve my goals to improve my choices?</b></p>  <p><b>Discuss these steps with your adults.</b></p>	

**Please take this to be signed by the following people to check they know you are trying to improve your behaviour**

**Pupil:**

**Class Teacher/TA:**

**Headteacher:**