

# Ruckleigh School

## BEHAVIOUR AND DISCIPLINE POLICY

Staff at Ruckleigh School believe that establishing and maintaining high standards of behaviour is essential to the spiritual, social and moral development of pupils and to the creation of an effective learning environment. The principles and practice of behaviour management will be regularly reviewed and the views of staff and pupils will be incorporated in policy and practice.

- A copy of this policy is available to parents and parents of prospective pupils on the school website and upon request from the school office.
- It should be noted that sensitivity and professional judgement will be exercised in conjunction with this policy.

### Principles:

- All members of the school community are entitled to mutual respect, courtesy and consideration within a caring and safe environment
- Good behaviour is necessary to promote successful learning
- Good behaviour will be encouraged and rewarded
- Sanctions will be imposed to counteract unacceptable behaviour

### Aims

#### We aim to:

- Provide good adult and peer models of caring and co-operation, consistency and fairness
- Reinforce positive attitudes and behaviour
- Celebrate achievement in every area of school life
- Provide a secure environment where pupils feel safe and know that bad behaviour of any kind is not acceptable and will be addressed
- Provide opportunities for pupils to develop self-discipline and self-esteem
- Encourage punctuality and politeness
- Set high standards and expect **everyone** to give of their best

### Practice

Every member of the school is expected to show care and consideration for each other. Children will be expected to respect the school environment and also to care for others in the wider community. Our expectations are expressed in the accompanying guidelines:

1. Code of Conduct
2. School Rules
3. Classroom Expectations
4. Anti-Bullying Policy
5. Rewards and Sanctions

# **Ruckleigh School**

## **Code of Conduct**

In our school, everyone is expected to show courtesy and consideration in caring for others and for the school. We aim to fulfil these expectations by:

### **Making sure we**

- Make visitors to the school feel welcome
- Listen to teachers and other pupils and do not prevent others from listening
- Feel proud of our school, care and look after it and all equipment
- Think about our safety and that of others
- Organise ourselves and do not use forgetfulness as an excuse
- Help everyone to feel proud of all they do
- Respect each others beliefs, race and culture

## **SCHOOL RULES**

### **Be caring towards others**

- Be polite
- Speak kindly to others
- Respect feelings of others
- Take care of your own property and that of others
- Be cheerful - SMILE
- Help others - SHARE
- Do not hurt others with unkind words or actions

### **Always do your best**

- Work hard at all you do
- Keep on trying
- Present your work neatly
- Work together with others
- Respect the work of others
- Do not spoil your work or that of others
- Do not criticise others for trying
- Do not copy bad behaviour or be distracted

### **Uniform**

- Wear correct uniform coming to school, in school and when leaving school ensuring it is clean and tidy and shoes are polished
- Boys should have their hair trimmed in a neat style above the shirt collar
- Girls with hair of shoulder length or longer should tie it back with green hair accessories
- In the interests of safety, the wearing of jewellery is not permitted in school.

**Tram lines/shaved heads are not acceptable. Coloured, highlighted hair is not permitted**

### **Personal equipment**

- Take care of school and personal property
- Mobile phones and electrical games are not permitted

### **Be Safe**

- Walk quietly around the school
- Keep to the left in corridors and when walking up the stairs
- Listen to adults
- Think before you act
- Play carefully and thoughtfully
- Hold doors open for others
- Do not swing on chairs
- Keep feet and chairs under tables
- Keep hands, feet and other objects to yourself
- Never go out of the classroom or school without permission
- Stay inside the school boundaries
- Do not open external doors to anyone

### **Look after your environment**

- Take care of books and equipment and keep them tidy
- Always tidy up after yourself, hang up coats and blazers, do not drop litter
- Leave cloakroom and toilet areas as you would wish to find them
- Put things back where they belong
- Use materials sensibly without waste
- Remember to turn off taps
- Label all personal equipment

### **Classroom Rules**

Classroom behaviour is influenced by the way children behave in the playground and the way in which they move around the school.

Classrooms are places for work, investigation and discovery. The right classroom environment is essential if every pupil is to learn in a safe, secure setting, and realise his or her full potential.

**Each class and teacher together decide on rules for the classroom and discuss this policy at an appropriate level**

### **Playground Rules**

- Ball games are not permitted before or at the end of the school day
- Keep our playground tidy
- Do not use unacceptable language
- Do not kick or throw stones or sticks
- Take care of playground toys

### *Playground Rules cont.*

- Include others in your games
- Do not return to classroom during break, lunchtime or at the end of the school day unless with permission from the duty teacher or your class teacher
- Do not hurt or offend others with unkind or aggressive words or actions
- Fighting of any kind e.g. Play-fighting, is not permitted
- Follow the instructions of any supervising adult as they are given for the safety and well-being of all pupils
- Children are not allowed to leave the school grounds without permission and unless accompanied by a known adult
- On hearing the first bell, children stop and stand still, at the second bell children walk quietly into line
- At the duty teacher's request Year 6 pupils go to carry out their duties and children collect their musical instruments from the dining room
- The class on litter duty for that week sensibly collect any litter and place in the bins. The children should then wash their hands before returning to the classroom

### **Moving Around the School**

- Walk quietly around the school
- Keep to the left
- Keep your hands and feet and other objects to yourself
- Stand to one side to allow an adult to pass
- Hold open doors for adults and other children

### **'Anti-Bullying' in school and on the playground**

- Bullying is **repeated** behaviour that makes others feel uncomfortable or threatened
- **Children should be made aware of the difference between falling out with others and bullying**
- Any pupil who feels threatened must be able to talk about their fears, confident in the knowledge that they will be taken seriously and the incident will be investigated, and the culprit/s dealt with

Bullying may include:

<b>PHYSICAL</b>	hitting, kicking, taking or hiding belongings
<b>VERBAL</b>	e.g. name calling/teasing including references to homophobia, special educational needs and disabilities, racism, culture, anti-religion, sexist language, insults, writing unkind notes
<b>EMOTIONAL</b>	being unfriendly, excluding, tormenting, spreading rumours, looks, etc.
<b>CYBER</b>	e.g. phone calls, text messages, picture/video messaging, e-mail, online message boards, online chat rooms, personal web spaces

### **If you are being bullied:**

- Do not keep it to yourself, talk to a teacher about it
- **Be honest**, ask yourself whether your behaviour has upset others

## **REWARDS AND SANCTIONS**

Children usually respond well to systems, which recognise their strengths as well as their needs.

- The positive aspects of praise and rewards should be emphasised
- All children's achievements should be recognised

Good discipline is based on mutual respect and knowledge of the rules.

- Praise and encouragement should be used as much as possible to reward children's behaviour, good work, effort, attitude, helpfulness and for showing care towards others
- Children's work will be displayed in classrooms, corridors, on Top Floor and other general areas of the school
- Children are encouraged to share their achievements with other pupils and members of staff
- Within each class children may be given special responsibilities e.g. Leader, Form Captain

### **REWARDS: Nursery**

- Verbal praise
- Stickers
- First on bicycle, climbing frame etc.
- Apple on 'Reward Tree'

### **Kindergarten**

- Verbal praise
- Stickers
- First on bicycle, climbing frame etc.
- Name written in 'Gold Book' and praised in Assembly
- 'Golden Time'
- Taking home class toy
- Sent to Head of Lower School/Head for praise/sticker/certificate

### **Lower School**

- Verbal praise
- Stickers
- Name written in 'Gold Book' and praised in Assembly
- Sent to Head of Lower School/Head for praise/sticker/certificate

### **Middle/Upper School**

- Verbal praise
- Go up a position on Zone Board
- Stars and House Points
- Stamps/stickers in books
- Name written in 'Praise Book'
- Sent to Deputy Head/Head for praise/sticker/certificate
- Appointment as Form Captain, (voted for by peers)
- Name displayed on 'Star Pupil' board and celebrated in Assembly
- Year 6 positions of responsibility: Head Girl/Boy, House Captains, Librarians, Prefects

## SANCTIONS

There will on occasion be need for sanctions. Listed below are a series of measures, which may be necessary to use. Children, staff and parents should know that there are fair and consistently applied sanctions for bad behaviour which make the distinction between minor and serious offences apparent.

### Nursery/Kindergarten

- Adult disapproval
- Removal from situation
- Loss of 'choosing time' for that day
- Gentle warning
- Firm warning
- 5 minute lost from play time or 'Golden Time'
- Removal of child from class to another classroom or office for 'cooling off' purposes
- Bad behaviour/lack of co operation to be recorded in record book/ School's 'Observation Sheet'
- Referral to Head of Lower School/Head for verbal warning as to future conduct
- If problems persist it may be necessary to arrange a meeting with the child's parents, Class Teacher and Head, to discuss a behavioural modification plan with a mutually agreed time scale. This may include setting up a weekly/daily report book, to communicate with the parents
- The child may need to be entered on the Special Needs Register according to the guidelines of the Code of Practice
- Referral to outside agencies for help or advice e.g. Health Visitor, Educational Psychologist, LEA Early Years and Child Care
- Parents requested to take child home
- Informal suspension for a fixed short-term period
- Child returns to school with parents and child agrees to follow rules. Contract of behaviour agreed
- Exclusion - permanent

## **Lower, Middle and Upper School**

- Adult disapproval
- Drop a position on Zone Board (Middle and Upper School)
- Removal from situation
- Sanctions fitting the crime e.g. cleaning up mess, spoilt work done again, letter of apology
- Firm warning
- 5 minute lost from play time
- 10 minutes lost from play time
- If this happens twice in a week the child misses one play time, or the child must prove to his teacher that he/she deserves a break (by demonstrating he/she is capable of expected behaviour)
- Order Marks (Middle and Upper School)
- Removal of child from class for 'cooling off' purposes to another classroom or office
- Inappropriate behaviour/lack of cooperation to be recorded on 'School's Observation Sheet'
- Referral to Deputy Head/Head for verbal warning as to future conduct
- If an individual child has four separate recorded observations of inappropriate behaviour logged against him/her in any given half-term, the Head should be notified
- If problems persist it may be necessary to arrange a meeting with the child's parents, Class Teacher and Head, to discuss a behavioural modification plan with a mutually agreed time scale. This may include setting up a weekly/ daily report book, to communicate with the parents.
- The child may need to be entered on the Special Needs Register according to the guidelines of the Code of Practice
- Referral to outside agencies for help or advice e.g. Health Visitor, Educational Psychologist, Behaviour Support Team
- Parents requested to take child home
- Informal suspension for a fixed short-term period
- Child returns to school with parents and child agrees to follow rules. Contract of behaviour agreed
- Exclusion - permanent

**Although it is important to have sanctions in place, at Ruckleigh, we focus on celebrating good attitude and behaviour.**

# Ruckleigh School Observation Sheet

Child's name ..... Class .....

<b>Date</b>	<b>Teacher</b>

<b>Date</b>	<b>Teacher</b>

<b>Date</b>	<b>Teacher</b>

<b>Date</b>	<b>Teacher</b>