

RYHALL CE ACADEMY



part of a Multi Academy Trust

Peterborough Diocese Education Trust



POLICY STATEMENT

BEHAVIOUR & DISCIPLINE

Formulation date:	September 2014
Responsibility:	Local Governing Board
Updated:	January 2015
Reviewed:	September 2016
	September 2018
Next Review Date:	September 2020
Associated Documentation:	

- Home-School Agreement
- Safeguarding – Child Protection
- Anti-bullying Policy
- Exclusions Policy
- Attendance Policy
- Complaints policy
- Use of Force to Control or Restrain Pupils Policy
- [Exclusions: Statutory Guidance, DfE, Sept 2018](#)

Summary:

All children and adults in our school community have a right to be safe and to carry out their work unimpeded.

We believe that all children and adults in our school community have a responsibility for ensuring this happens and a duty to respect everyone within that community.

It is expected that everyone in the school community (children, staff, parents/carers and governors) will embrace the school behaviour policy. Everyone should feel a personal responsibility for their contribution to the behavioural standards in the school.

Ryhall CE Academy is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Trust, respect, friendship, compassion and endurance are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions. All children and adults in our school community have a responsibility for ensuring that this happens.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

ETHOS STATEMENT

Ryhall CE Academy provides a learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

ignite a passion for life-long learning;

develop great thinkers who embrace challenge;

promote curiosity, enthusiasm, independence, self-belief and confidence.

Our strong Christian ethos encourages:

**compassion,
friendship,
resilience
trust and
respect.**

We also teach the British values of democracy, justice and the rule of law, and mutual respect for those of different faiths and beliefs and for those without faith and individual liberty.



all within the context of Christian belief and practice. We aim for children to:

'Look back with pride and move forward with confidence.'

1. Aims

- 1.1 Ryhall CE Academy believes that all pupils should be aware of the standards of behaviour that are expected of them, and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust, respect and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.
'Start children off on the way they should go, and even when they are old they will not turn from it.' Proverbs 22:6
- 1.2 All behaviour is a choice and children should be taught explicitly how to live by our Christian values and principles and what they look like in action. Children are to be empowered to resolve conflicts and issues themselves using the language of rights, responsibilities and values
- 1.3 We will:
- Provide a safe, caring, nurturing and supportive environment
 - Promote, recognise and reward effort and achievement
 - Clearly define acceptable standards of behaviour
 - Ensure that the school's expectations and standards are widely known and understood
 - Encourage independent learning

2. School code of conduct

- 2.1 It is expected that everyone in the school community (children, staff, parents/carers, volunteers and governors) will fully embrace our school behaviour policy. All should feel a personal responsibility for their contribution to the behaviour standards in the school.
- 2.2 In July 2018, the children have reviewed and agreed to our Golden Rules (Appendix 4):
- Do always try your best in everything you do;
 - Do take care of possessions and the building;
 - Do listen to others;
 - Do be gentle, kind and helpful;
 - Do be honest;
 - Do remember your manners;
 - Don't interrupt;
 - Don't hurt other people with words or actions;
 - Don't waste or damage things;
 - Don't hide the truth;
 - Don't be rude.

As a church school we also agree to live by Jesus' Golden Rules:

'Love God with all your heart, mind, soul and strength and love your neighbour as yourself.'

3. Responsibilities

3.1 School

Staff are expected to:

- Set high standards of social behaviour;

- Listen to children, making it clear through their response that children's comments and reactions matter;
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them.

3.2 Pupils

Children are expected to:

- Behave in an orderly, purposeful and sensible manner at all times, always following the requests and instructions of the adults around them;
- Show courtesy and respect to all members of the school and visitors;
- Be thoughtful, helpful and understanding to each other at all times.

The school asks that parents carefully read and explain the **home-school agreement** with their child and get them to sign it to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances. For more information on exclusions, see our exclusions policy.

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- indecent behaviour
- deliberate damage to property
- theft
- serious actual or threatened violence against another pupil or a member of staff
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the **home-school agreement** to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

3.4 Governors

Governors are expected to:

- Refer all matters regarding discipline to the Headteacher or Chair of Governors who will discuss these matters together and with the staff if necessary;
- Be familiar with the school policy and actively support it.

4. Rewards

4.1 Ryhall CE Academy believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviours. We praise and reward children for pro-social behaviour and active learning in a variety of ways:

- Teachers congratulate children
- Teachers give children stickers and stamps
- Opportunities to 'show' another teacher/class
- Individual Class/Group systems where appropriate
- Trusting children with positions of responsibility e.g. House Captain, VIP, Super Sleuth
- Every child belongs to a House. House Points are awarded to children by staff for good work, effort or behaviour.
- Weekly awards can also be achieved through our weekly 'Celebrating Success' assembly; 'Star of the Week', 'Mathmagician', 'Handwriting Hero' or 'Ryhall Reader'.
- Children can receive Silver or Gold Awards which are special awards for significant efforts with a piece of work; these are awarded three times per year in a special Headteacher's Awards assembly.
- Headteacher Awards are also awarded three times per academic year. These are for any child who has consistently applied themselves to making significant progress (not solely academic).

5. Disciplinary Sanctions

5.1 We take every opportunity to teach and encourage children to behave as disciplined members of the school community. When children do not behave appropriately, they are disciplined according to need. The school will take a dual strategy approach to children who display significant behaviour problems. First, there is a structure of accepted behaviour as outlined in the Golden Rules, and it will be expected that all children at the school work within it. If not, then the agreed school sanctions will apply. Secondly, all staff acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties.

5.2 Adults should address issues through the language of '**rights**', '**responsibilities**' and '**values**' using the phrase '**denying the rights of others**', '**earning themselves a consequence**' and '**good choice/poor choice**'. Children who have demonstrated poor choices that do not represent our values and deny the rights of others are told this explicitly with the poor choice named. They should be told they have '**earned themselves a consequence**'.

5.3 Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. Ryhall CE Academy operates using the following disciplinary measures:

5.4 **In class**

All at the school have agreed to expected standards of behaviour. These Golden Rules are clearly displayed in all classrooms and teachers remind children of them regularly. The aim is to provide a good and purposeful learning environment for the vast majority of children who wish to earn. A breach of these rules is met with a graded warning system, or if ignored, followed by removal from the class. Our graded warning system is the traffic lights system that leads to 'one o'clock club' if moved on to red.

- a. Polite reminder about the rule, checking that the child understands – nothing is recorded. The teacher will emphasise that the child has a choice over how they behave and that they have an opportunity to modify their behaviour at this point.
- b. Children are given a 'warning for yellow' if breaking a golden rule – this is shown by the child's name being moved on the traffic lights;
- c. If poor behaviour continues they are 'moved to yellow' – again the child's name is moved and this will be recorded in the class behaviour log. The child will miss 5 minutes of play time;
- d. If the poor behaviour still continues the pupil is given a 'warning for red';
- e. A subsequent behaviour places the pupil on 'red' and at one o'clock is sent to the Headteacher's office (or a Senior Teacher in his/her absence) and misses 15 minutes of playtime (this will happen the following day if the offence is in the afternoon). The child will not be able to participate in the end of week reward. If a child is placed on the 'red', parents should be notified and the reason for 'red' being recorded on Appendix 1&2.
- f. If it is necessary, a child may be removed from a class to work; they will be sent to either the Headteacher or another classroom (of a Senior Teacher).

At the end of every day all names are returned to 'green' and a fresh start is made the following day.

5.5 **In the playground**

If children misbehave in the playground, they will be reprimanded, kept away from other children or reported to the class teacher or Headteacher if it is thought necessary. They may also be sent in to be supervised by a Senior Teacher.

Children playing games are expected to demonstrate good sporting behaviour and fair play. Aggressive play, arguing, using bad language or damaging play equipment will result in sanctions being applied. Other than activities led by Play Leaders, ball games are only permitted at dedicated times – this must be strictly adhered to by all children.

5.6 **Lunchtime**

Lunchtime supervisors have the same authority as teachers and will apply the same sanctions, i.e. reprimanding, removing and/or reporting to the class teacher or Headteacher at the start of afternoon school. If an incident is particularly serious, children will be sent to wait by the office and a member of the teaching staff will be sent for. If deemed appropriate the child may be internally excluded for the rest of the day and supervised work may then be set.

When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

- Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
- School rules should be applied consistently and children reminded of them regularly.
- The lunchtime assistant dealing with the incident will be responsible for recording any incidents and informing class teachers including if any warnings had to be given.

Children should be reminded that the playground is an extension of the classroom so all rewards/sanctions is similarly applied.

Sanctions are adapted relating to the seriousness and frequency of the behaviour; these will be decided by the child's class teacher.

5.7 **Searching and confiscation**

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm
- mobile phones or similar electronic devices* (unless prior permission to bring in to school has been given by the Headteacher).

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes confiscated in school will be destroyed.

5.8 **Use of force**

5.8.1 Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

5.8.2 Ryhall CE Academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

5.8.3 Staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e. on a school trip. A number of the school staff have been trained in 'Positive Handling' techniques.

5.8.4. Following serious incidents involving the use of force, the school will speak to the parents concerned.

5.8.5. Such serious incidents involving the use of force will also be recorded by the school.

5.8.6 Our policy on the 'Use of Force to Control or Restrain' contains further details.

5.9 **Serious Breaches of Conduct**

5.9.1 A child will be placed on the 'red' immediately for:

- Being disrespectful to adults
- Using inappropriate language
- Deliberate damage to school property
- Violence or Aggression
- Absconding or truancy
- Racism
- Stealing

5.9.2 If there are three incidents of a child being placed on 'red' in a term (i.e. approx. 6 weeks), parents are invited in to discuss the problem with the class teacher, Headteacher and child and the child will be placed in 'isolation' (known as an internal exclusion) for a period of one school day – this will be with the Headteacher (or a Senior Teacher).

5.9.3 For serious breaches of behaviour children may also lose the right to certain privileges e.g. school disco and other extra-curricular activities.

5.9.4 Ryhall CE Academy reserves the right to exclude a pupil from the premises during the lunchtime period if their behaviour places themselves or others at risk. Parents/Carers will be given notice that this sanction is to be imposed, indicating for how long and how this will be monitored. Parents are expected to support the school by collecting and returning their child at the designated times.

6. **Bullying**

6.1 Ryhall CE Academy wants to make sure that all pupils feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

6.2 Inevitably, children will fall out with their friends and peers. Our approach is to intervene, to listen and to encourage the children to talk through the situation and to agree to resolve the matter together. Where children have been deliberately unkind towards others, sanctions will be applied and this may include loss of break, referral to the class teacher or a senior member of staff or contact with parents. The school's Anti-Bullying Policy is followed to ensure that there are no persistent/repeated behaviours which would then constitute bullying.

6.3 Bullying can be verbal, physical or emotional, and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers,

members of the public, and staff, and any intentional breach of this will result in disciplinary action.

6.4 If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

6.5 More information can be found in our 'Anti-bullying policy'.

7. Attendance

Regular attendance at school is required by law, and Ryhall CE Academy takes attendance very seriously. There is a register taken twice daily (at the start of the morning and afternoon sessions) and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late (without good reason). Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's 'Attendance policy'.

8. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils, and reduces the risk of distraction in lessons. All pupils are expected to wear the correct uniform, including following the policy for hairstyles and jewellery. The uniform code can be found as Appendix 3.

9. Off-site behaviour

Pupils who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to pupils who break school conduct during school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating. The children act as ambassadors of our good name. Incidents of serious misbehaviour on school visits will always be reported to parents.

9.1 School Buses

Although not responsible for bus behaviour, the school will always support the bus drivers and LA in dealing with bus-related behaviour incidents. If a child is behaving poorly, the driver has the right to remove that child, with notice, for a fixed period of time.

10. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Headteacher, and the school will do

everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy**. For information on complaints relating to exclusions, see the **school exclusions policy**.

11. Monitoring & Review

The Headteacher will be responsible for monitoring the effectiveness of the policy on an on-going basis, based on the number of incidents arising and their severity. This policy will be reviewed bi-annually.

_____ **Chair of Governors** **Date:**

_____ **Headteacher** **Date:**

12. Safeguarding

Ryhall CE Academy is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff, volunteers and parents to share this commitment. All safeguarding concerns should be reported immediately to the Designated Safeguarding Lead (DSL), Ms Walker (Headteacher) or one of the Deputy Designated Safeguarding Leads (DDSLs – Mrs Jibb, Mrs Dyer, Mrs Jesson) in her absence.



BEHAVIOUR MANAGEMENT FORM

This form should be completed by a member of school staff if a child shows a serious breach of the School's Behaviour Management Policy. All incidents reported should be placed on the child's school file (except in circumstances where the incident is also a safeguarding concern, in which case it should be discussed and passed on to the Designated Safeguarding Lead).

The staff member completing this form must inform the child's class teacher (if not the same person), whose responsibility it will be to inform the child's parent/guardian as soon as possible after the event (i.e. the same day where possible).

PLEASE COMPLETE ALL SECTIONS OF THE FORM IN BLUE/BLACK PEN. A COPY SHOULD BE GIVEN TO THE HEADTEACHER (WHICH WILL LATER BE PLACED IN THE INCIDENT FILE)

NAME:	CLASS:		
DATE OF INCIDENT:	CHILD'S NC YEAR:		
TIME OF INCIDENT:			
STAFF MEMBER COMPLETING FORM AND MANAGING INCIDENT:			
Location of Incident (please circle):			
School playground	School field	Toilets	Library
Main Hall			Classroom
Other (please state where):			
Type of Incident (Tick ONLY ONE box for MAIN behaviour issue, tick in secondary box for all other behaviours):			
BEHAVIOUR	MAIN	SEC	Control or Restraint
Bullying*			Did the child have to be physically controlled or restrained?
Persistent Disruptive behaviour (placed on red)			
Defiance			
Assault – of a member of Staff			Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Assault – of a pupil			If yes, please ensure you have completed the Control and Restraint form and notified the Headteacher
Damage to property			
Aggressive behaviour towards others			
Racist incident			*bullying is a repeated offence
Fighting			

Theft			
Verbal Abuse – to a member of staff			Does the child currently have any other agency involvement: Yes No Don't know
Verbal Abuse – to a pupil			
Other (please state):			

CHECKLIST

STATEMENT OF INCIDENT ATTACHED (CHECK IT IS SIGNED AND DATED)

WITNESS STATEMENTS ATTACHED (CHECK THESE ARE SIGNED AND DATED)

Main Action Taken (please tick one box only):

Reprimand Given		Give specific details about the sanction:
Golden Time Lost		
Time out in another area		
Discussion with pupils		
Missed Playtime		
Missed lunchtime play		
Isolation (to be agreed by Headteacher)		
Fixed Term Exclusion (this sanction can only be given by the Headteacher)		
Restorative Justice		
Other (state):		

Informing Parents:

Initial Contact:		Details e.g. time, date, etc.
Telephone		
Face to Face		
Letter		
Copy of this form attached	Yes No	

Have any other staff been directly involved: Yes No If yes, please state who here:

Resolved? Yes No, further intervention required

Signature of member of staff completing form: _____ Date: _____

Signature of Headteacher: _____ Date: _____

Ryhall CE Academy

Appendix 2



STATEMENT OF INCIDENT

Record all details of the incident clearly. Do not include names of other pupils.

Signed : _____ Date: _____



2018-19

Items bearing the Academy Logo should including the school summer dress should be purchased from www.kitmanuk.co.uk

GIRLS		BOYS	
KS1	White Polo shirt with Purple logo Grey Skirt or Trousers (no dresses) Purple Sweat-Cardigan with logo Grey tights or grey or white socks (knee length or ankle) Plain Black sensible shoes (no sandals or similar)	KS1	White Polo Shirt with Purple logo Grey Trousers Purple Sweatshirt with logo Grey or Black socks Plain Black sensible shoes (no sandals or similar)
KS2	White Polo shirt with Purple logo or White long or short sleeved shirt with School Tie (Grey and Purple stripe) Grey Skirt or Trousers (no dresses) Purple Cardigan with logo Grey tights or grey or white socks (knee length or ankle) Plain Black sensible shoes	KS2	White Polo Shirt with Purple logo or White long or short sleeved shirt with School Tie (Grey and Purple stripe) Grey Trousers Purple Sweatshirt with logo Grey or Black socks Plain Black sensible shoes
Summer Uniform (Terms 1, 5 & 6) Purple/White checked dress with logo (optional) White ankle socks if dress worn Purple Cap		Summer Uniform (Terms 1, 5 & 6) Grey Shorts (optional) Purple Cap	
PE Kit Purple t-shirt with White Logo Black Skort or Shorts Grey or Black Tracksuit/Jogger bottoms (for colder weather) Grey or Black sweatshirt or hoodie (optional) Plain White or Black socks Black Plimsolls (for indoors) Trainers		PE Kit Purple t-shirt with white logo Black Shorts Grey or Black Tracksuit/Jogger bottoms for colder weather Grey or Black sweatshirt or hoodie (optional) Plain White or Black Socks Black Plimsolls (for indoors) Trainers	
Purple Book Bag with logo			
Additional Optional Items: Purple PE bag with logo Purple Hat		Additional Optional Items: Purple PE bag with logo Purple Hat	
Jewellery Girls may wear a single pair of plain studs. Children must be able to remove earrings for PE by themselves. A watch may be worn. No rings, necklaces or bracelets.			
Hair Hair Accessories: plain and in keeping with the uniform. No large bows/flowers, etc. Emblems, lines, etc shaved into the hair are not acceptable and will not be permitted in school.			

SCHOOL CODE OF CONDUCT

Golden Rules:

- Do always try your best in everything you do;
- Do take care of possessions and the building;
- Do listen to others;
- Do be gentle, kind and helpful;
- Do be honest;
- Do remember your manners;
- Don't interrupt;
- Don't hurt other people with words or actions;
- Don't waste or damage things;
- Don't hide the truth;
- Don't be rude;

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Jesus' Golden Rule:

Love God with all your heart, mind, soul and strength and love your neighbour as yourself.



July 2018