

Redcliffe Gardens School

# Behaviour and Discipline Policy

Reviewed: BD February 2022  
Prep School Committee: February 2022

Next review by: July 2023



**This policy applies to the whole school including the EYFS. It is available to parents and prospective parents on our website and a paper copy can be viewed in the School Office.**

## **1. Introduction**

- 1.1. At Godolphin and Latymer Redcliffe Gardens School we aim to provide a school environment that is safe and stimulating for the children. In order to facilitate this we have developed set procedures to create a calm, secure and happy working environment for all.
- 1.2. This policy is written with regard to non-statutory advice *Behaviour and Discipline in Schools* (2016) and should be read in conjunction with the Safeguarding and Child Protection policy, the Anti-Bullying policy and the On-line safety policy.
- 1.3. The School is aware of its duties under the Equality Act 2010, including issues related to pupils and staff with additional needs, and makes reasonable adjustments for all.

## **2. Aims**

- 2.1. To develop a behaviour policy supported and followed by the whole school community - parents, teachers, children and other adults in the school - based on a sense of community and shared values.
- 2.2. To foster a caring atmosphere in which teaching and learning can take place.
- 2.3. To teach fundamental British moral values and attitudes as well as knowledge and skills through the school curriculum and staff example.
- 2.4. To reinforce and value good behaviour by providing a range of rewards (eg stickers, House Points, certificates, Golden/Privilege Time, Redcliffe Golden Awards) rather than simply to punish unacceptable behaviour.
- 2.5. To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- 2.6. To facilitate the child's understanding that s/he can bring about a positive change in his/her own behaviour.
- 2.7. To make clear to the children the difference between the school's view of a minor misdemeanour and serious misbehaviour.
- 2.8. To encourage children to understand that they always have a choice about how they behave and can bring about change for the better in their own behaviour, if they so choose.

## **3. Rules**

- 3.1. The day to day school rules have been formulated for the sake of the safety of the children. They are deliberately few but rigorously enforced. Together with our School Values (see below) they form the Redcliffe Code of Conduct.
  - Children should walk, not run, in school
  - When using the stairs the children should walk in single file and use the right-hand side (except during a fire drill)
  - Children are not allowed in the playground or outside without an adult.

3.2. In addition to these it is expected that **all** members of Godolphin and Latymer Redcliffe Gardens School's community should show respect for one another and pupils should:

- Consistently acknowledge the authority of their teachers and other adults and show them due respect
- Be well-mannered and attentive in class
- Respect their own and other people's property
- Take care of books and equipment
- Wear the correct uniform
- Not wear jewellery; however, small discreet stud earrings may be worn
- Be punctual.

#### **4. Redcliffe Values**

4.1. The Pupil Parliament, staff, parents and Governors have formulated our Redcliffe Values which apply to staff, parents, Governors and pupils alike. These comprise:

- Voice
- Kindness
- Rules
- Respect
- Celebrate Diversity

4.2. And are encompassed in the attributes of:

- Courage
- Resilience
- Perseverance

#### **5. Incentives**

5.1. We believe in ***positive endorsement*** of children's good behavior, good efforts and achievements. Both academically and socially, these are acknowledged and valued. Staff will endeavour to give as much verbal and written praise and encouragement as possible. To underpin this, we have a house point reward system and a designated weekly assembly in which children can be rewarded for effort/achievement in any area. In the Lower School we also have Golden Time every week. A Behaviour Ladder is discussed during form time so that pupils know and understand behaviour expectations and appropriate rewards and sanctions.

5.2. Individual certificates are awarded every Friday in assembly.

5.3. Incentive stickers and written comments in books are used by all staff. The Head awards 'Excellent!' stickers for academic work deemed excellent.

5.4. All children, right from the beginning of the school, are divided into 4 houses with siblings joining the same house; the houses are as follows: Willow - blue, Oak - green, Cherry - red, Maple - yellow.

5.5. House points tokens are distributed in lessons and are collected in the entrance of both the Upper and Lower schools. House Captains are responsible for collecting and totaling house

points at the end of every week and keeping an accurate record of the total points collected. Weekly totals are read out by the House Captains during Friday assembly and a shield awarded to the winning House with the greatest average at Prize Giving.

- 5.6. Golden Time in the Lower School is a period of up to 20 minutes per week when each child is allowed to choose a leisure activity as a reward for responsible behaviour during the week.
- 5.7. In the final parents' assembly of the autumn and spring terms, one child in each class is nominated to receive a class Golden Award from the Head, for embodying our school values. The summer term Golden Award is awarded at the beginning of the annual Prize Giving ceremony and all Golden Award winners from the whole year are celebrated.

## **6. Sanctions**

- 6.1. Although our philosophy on behaviour lies firmly rooted in the endorsement of good behaviour, we recognize that there will be times when children behave in an unacceptable way. When a more serious incident occurs a Sanction and Serious Incident Summary Form is completed.
- 6.2. An effective school behaviour policy requires close communication and co-operation between parents, teachers and children. We are confident that parents appreciate that staff will deal with behavioural problems sympathetically, positively and professionally. Minor breaches of discipline will be dealt with by the class teacher in a caring, supportive and fair manner having regard to the age of the child. Any child whose behaviour is causing concern will be discussed at a staff meeting so that all staff are consistent in their response.
- 6.3. The School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and therefore, whether a multi-agency approach is appropriate. In either instance, the procedures set out in the School's Safeguarding (Child Protection) Policy should be followed.
- 6.4. Staff should recognise peer on peer abuse and that children may be capable of abusing their peers in school. This is still abuse and should never be tolerated or passed off as 'banter' or 'having a laugh'. Instances of peer on peer abuse may include:
  - bullying (including cyber bullying)
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - sexual violence and sexual harassment
  - upskirting
  - sexting (also known as youth produced sexual imagery), and
  - initiation/hazing type violence and rituals.
- 6.5. PSHCEE and class discussions offer guidance to pupils on behaviour and also on keeping themselves safe, including but not exclusively online.
- 6.6. If a member of staff has any concerns that bullying, or any other negative behaviour, may give rise to safeguarding concerns they should discuss this with the DSL as soon as possible. If a member of staff hears a complaint of peer on peer abuse from a child, including a report of sexual violence or harassment, the guidance in the Safeguarding (Child Protection) Policy should be followed.

- 6.7. The School will take advice from children's social care on the investigation of any allegations of peer on peer abuse and will take all appropriate action to ensure the safety and welfare of all pupils involved. In the case of an allegation of sexual violence or harassment, the School will also have regard to Part 5 of Keeping Children Safe in Education. It is likely that all pupils involved, including the pupil or pupils accused of abuse, will be treated as being 'at risk'. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to the local authority children's social care services will be made without delay.
- 6.8. Each disciplinary case is treated individually. The children are reminded that they are responsible for their own actions and that behaving in a disruptive or otherwise unacceptable way has consequences, both for themselves and others. Normal sanctions are temporary measures that include:
- 6.8.1. An oral reprimand and reminder of expected behaviour.
  - 6.8.2. A loss of part of free time when the child will be supervised in the classroom
  - 6.8.3. Sitting on the bench during outside break, if the unacceptable behaviour occurs in the playground
  - 6.8.4. If unacceptable behaviour is persistent, or involves hurting another child, then staff will log the child's behaviour on an Incident Form which is given to the Deputy Head or Head who will decide whether to contact the parents. Following an initial phone call, should this be necessary, the parents may be asked to make an appointment with the Head and a strategy to improve their child's behaviour will be developed with their cooperation and support.
- 6.9. In situations where a pupil has committed a more serious breach of accepted behaviour, it may be necessary to suspend him / her from attendance at school for a period of days decided by the Head. Serious or repeated bullying behaviour could fall into this category.

## **7. Exclusions**

- 7.1. Very grave breaches of school discipline or committing a serious criminal offence are likely to result in immediate suspension and consideration under the School's Expulsion, Removal and Review Policy (available on request). Persistent attitudes or behaviour which are inconsistent with the School's ethos may also result in consideration under the Expulsion, Removal and Review Policy as well as any conduct which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises.

## **8. Physical intervention and restraint**

- 8.1. We recognise that there may be occasions when it is appropriate, or necessary, to control or restrict a pupil. Members of staff, including those in the EYFS, may use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether to intervene physically or not is down to the professional judgement of the member of staff. If force is used, it should be the minimum required for the incident and could include passive physical contact such as standing between pupils or blocking their path; leading a pupil by the hand or arm; ushering a pupil away by placing a hand on the centre of the back. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct. All

incidents where force is used should be reported as soon as possible to the Head or Deputy Head by the member of staff involved and any other witnesses. Where appropriate they will be asked to make a written report and the parents will be contacted the same day or as soon as reasonably practicable to inform them of the situation. The Head will review the incident and decide if it warrants further disciplinary action.

## **9. Record Keeping**

- 9.1. A record will be kept of any serious sanctions imposed and will be held in line with the School's Privacy Notice and Data Protection Policy.

## **10. Corporal Punishment**

- 10.1. Corporal punishment given by, or on the authority of, a member of staff to a child - for whom education is provided at the School - is forbidden and **cannot be justified in any circumstances** on the grounds that it was given in pursuance of a right exercisable by the member of staff by virtue of his position. Any contravention of this regulation would constitute battery. Corporal punishment should not be given to a child for any reason which includes averting an immediate danger of personal injury to or an immediate danger to the property of any person including the child himself.
- 10.2. Corporal punishment in any form is never acceptable at Redcliffe. Any member of staff who uses corporal punishment will be subject to immediate and serious disciplinary action by the Head.