

# Rakegate Primary School



## Behaviour & Discipline Policy

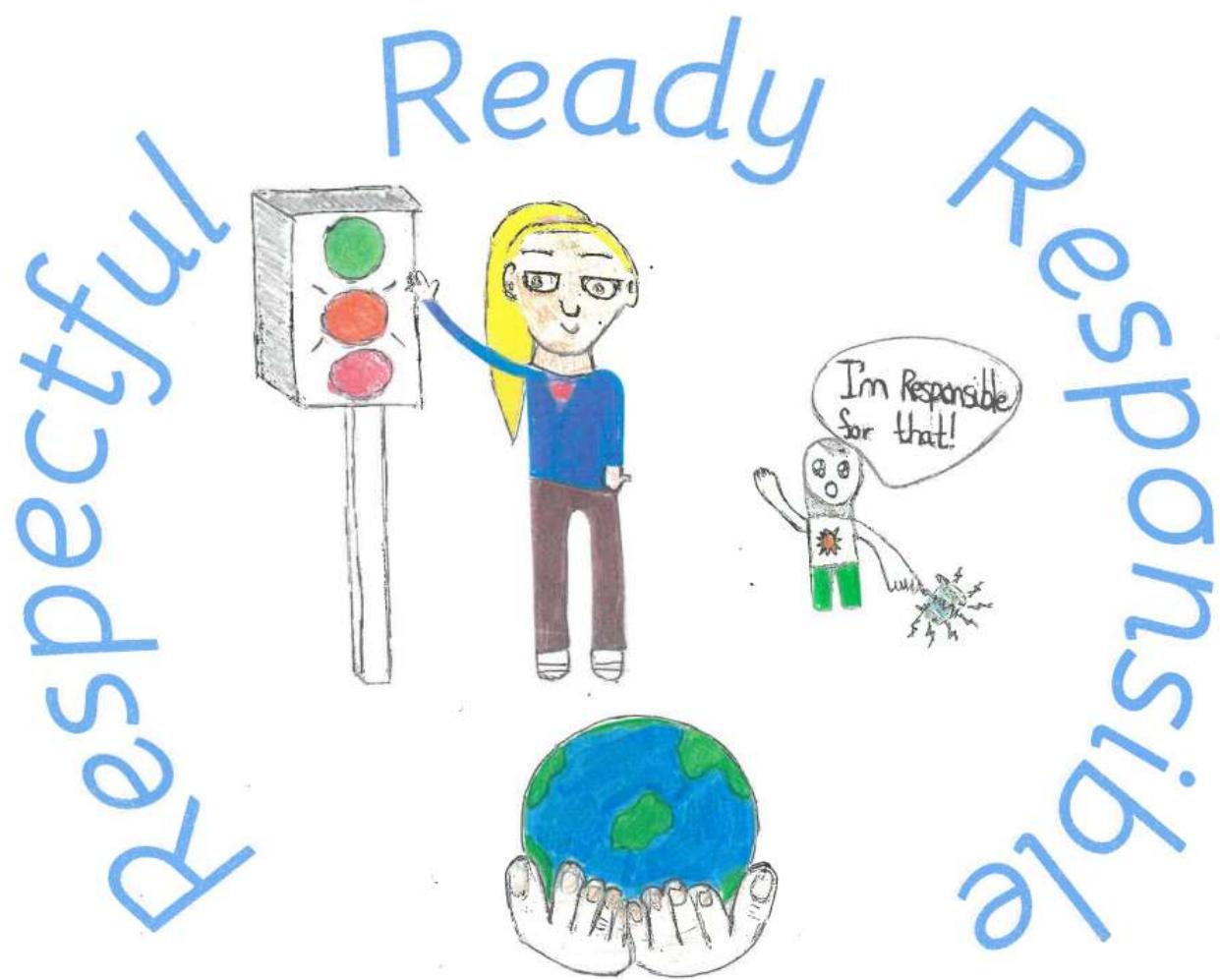
### The Vision

We will provide a safe, happy and creative environment in which school and families can work together to enable the children to learn effectively. We believe all children can reach their full potential by equipping them with the skills and knowledge required for a rapidly changing world.

### Mission Statement

Working Together to Achieve our Best

### Our Values and Expectations



## This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Objectives

### **Ready**

To be ready:

- for the school day.
- for listening.
- for learning.
- for helping.
- to be a good friend.

## **Respectful**

To be respectful:

- of ourselves and each other.
- of our environment.
- of property.
- of our differences.
- of our community.

## **Responsible**

To be responsible:

- for our actions and words.
- for keeping safe.
- for looking after our property
- for our learning.
- for making good choices.

## **Guidelines**

It is important for:

- **all staff** in a school to know the values and expectations
- parents to be made aware of the values and expectations through the school prospectus and reminders on occasions in letters sent home and through home/school agreement
- children to be reminded of values and expectations by class teachers and through assemblies

It is also important that the adults around school portray a good role model in abiding by the same values and expectations and by their attitudes towards one another.

The policies in this document apply equally to on-school activities and off-site activities.

## **Roles and responsibilities**

**Pupils** will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key values and expectations
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

**Staff** are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school values and expectations
- Some children may require an individual behaviour plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained.
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
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The senior leadership team (SLT) will support staff in responding to behaviour incidents.

**Parents and carers**, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

**The governing body** is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

## Routines and consequence systems

### **Restorative Practice**

Restorative means healing, having the ability to restore health, strength, or well-being. It encourages all to reflect, repair and reconnect. Through the use of restorative conversations, we can teach / guide children to think about their feelings and those of others and self-regulate their responses now and in the future.

A Restorative conversation will take place when values and expectations have not been followed. A restorative conversation is held by a member of staff and the children involved in the incident.

Restorative Questions will be used:

1. What happened?
2. What were you thinking at the time?
3. How did this make you feel?
4. Who has been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

### **Recognition**

We aim to be positive in our approach and to notice and acknowledge good behaviour. The children are made aware of the different ways that good behaviour is recognised, which include:

- System of rewards in own class e.g. ClassDojo points, children's own individual reward card, stickers, star/pupil/child of the day
- Take to another teacher to celebrate your good efforts
- Headteacher stickers/wrist bands or Deputy Headteacher stickers
- Weekly WOW certificates awarded in assembly for achievement or upholding the school values and expectations
- WOW work displayed in classrooms
- Communication to parents/carers about achievement or upholding the school values and expectations through ClassDojo
- Lunchtime supervisor stickers
- Positive reinforcement through social communication – smile – quietly noticing and remarking on something good to the child
- Recognition Boards
- Hot Chocolate Friday
- Half termly postcards home
- ClassDojo points - children will be presented with a certificate in WOW assemblies when they have received 25, 50 etc points. The top 10 children in each class will receive an end of term reward.

## Trauma Informed Language

Using trauma-informed language with children in crisis is essential for creating a safe, supportive environment.

Don't say this...	Try this instead...
Attention seeking	Attention needing
Unacceptable behaviour	Understandable behaviour
What's wrong with you?	What happened to you?/How can I help you?
Rude	Self protective
Not engaging	Doesn't feel safe yet
Calm down	Let's find a way to feel a little more settled
You're being dramatic	This feels really big for you right now
Why are you acting like this?	Can you help me understand what is going on?

## Behaviour

Occasionally, children will need a reminder of the behavioural expectations in school which could lead to them receiving a warning, a restorative conversation or an agreed logical consequence. If the behaviour is extreme, as stated below, this should be referred to a member of the leadership team.

Each day is a new day and where possible consequences are not carried over.

## Consequences

Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, all of which are to be decided within the Restorative Conversation.

Adults should use professional judgment when supporting a child to “fix it”, particularly with vulnerable children or children with SEND. Reasonable adjustments will be necessary in some cases- this should not be seen as being “unfair.” Consistency does not mean uniformity.

Consequences should be reasonable and proportionate. Immediacy is more effective than weight of sanction.

### Low-level behaviour examples

- Out of seat
- Calling out
- Not listening/ paying attention
- Running indoors
- Not focused in lessons
- Persistent talking

### Consequence

- **Verbal warning** - A reminder about the behaviour we wish to see - inviting them to make the right choice

### Mid-level behaviour examples

- Refusing to work
- Throwing objects
- Intentional physical contact
- Disrupting learning
- Not respecting property
- Leaves the room without permission
- Telling lies
- Not showing respect to adults

### Possible consequence

- Missing part of break/lunchtime
- Isolate in class/parallel class
- Report to phase leader
- Communication with parents/carers

### High level behaviour examples

- Persistent mid-level behaviours
- Uses obscene words to offend
- Causes hurt intentionally
- Refuses to obey instruction
- Destroys own/others' work
- Insulting, name calling including racist and homophobic language
- Damage to property or equipment
- Bullying or stealing

### Possible consequences

- Isolate in other year group class
- Report to phase leader
- Sent to DHT/HT
- Missing part of break/lunchtime
- Parents informed depending on severity

### Extreme level

- Physical or threatening violent behaviour
- Sexualised behaviour or assault
- Serious damage to property
- Carrying a weapon with the intention to wound (e.g. knife)
- Persistent bullying including sexist, homophobic, racist threats and abuse
- Carrying, supplying or abusing drugs

### Possible consequences

- Sent to DHT/HT
- Meeting with parents/carers
- Removal from the class to the isolation room
- Lunchtime suspension
- Fixed term suspension
- Permanent exclusion

### Reporting

Following an incident, teachers and support staff complete a record of this on CPOMS. This is then analysed by the leadership team to track patterns in behaviour and implement appropriate interventions. This information is reported to the Governing Body termly. When removal, suspension or exclusion occurs parents/carer will be informed.

## **Zones of Regulation**

### **What are Zones of Regulation?**

The Zones of Regulation is a framework which supports children to self-regulate their emotions. Self-regulation can go by other names such as self-control, self-management and impulse control. This approach is designed to help children recognise when they are in the different zones, as well as learn strategies to change or stay in the zone they are in. Children learn that they will go in and out of Zones throughout a day / week and this is normal to experience. In addition to this, a child will gain an increased vocabulary of emotional terms, skills in reading other's facial expressions, insight into incidents that trigger an emotional response, calming and alerting strategies and problem solving skills.

The Zones assist children to recognise how they are feeling and their level of alertness at this time by categorising this into one of four coloured zones - green, blue, yellow and red. Each coloured zone has emotions associated with it which children can use to reflect on how they are feeling. Each coloured zone has associated tools/strategies which support children to be able to self-regulate and manage their emotions.

Green Zone - Ready to learn. The Green Zone describes a calm state of alertness and neutral emotions. A person may be described as happy, focused, content, or ready to learn.

Blue Zone - Running slow. The Blue Zone describes low states of alertness and feelings, such as when one feels sad, tired, sick, or bored.

Yellow Zone – Caution. The Yellow Zone describes a heightened state of alertness and elevated emotions; however, one has some control. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

Red Zone - Stop The Red Zone describes extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror. A person may be described as "out of control."

All children will be introduced to the Zones of Regulation in class. Children will be encouraged to reflect on which zones they are in at particular points in a day and which strategies they can use to get back to the green zone (ready to learn).

### **How can I support my child at home?**

To support our work in school on developing emotional regulation, we would encourage you to discuss this at home too. Here are some ideas of questions you might like to use at home:

- *Which zone are you in?*
- *What tools/strategies could you use to get back into the green zone?*

- *Tell me about a time you were in the red zone and how you dealt with it.*
- *How would you support someone who is in the red/blue/yellow zone?*

### **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police then a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Responding to misbehaviour from pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Set short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirement for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (regulation station, sensory room or nurture room) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

**Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan

**Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### **Child on Child Abuse**

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond.

Our school recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child will not be tolerated or passed off as part of “banter” or “growing up” and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that Child on Child can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

### **Pupil transition**

#### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

#### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

### **Mobile phones**

Mobile phones are not permitted to be used in school. Any children bringing a mobile phone to school, must switch it off on premises and hand into the main office.

### **Assaults on Staff**

In the unlikely event of staff being assaulted the Governing Body is fully supportive of staff in the course of their duty and would wish to encourage staff to report and such incidents of physical/verbal assault.

- Teachers complete an incident report form available from the main office.
- The assaults will be reported to the Governing Body.

### **Suspensions and Permanent Exclusions**

In certain circumstances where all other avenues have been explored, exclusion may be used. Wolverhampton LA procedures and DFE Guidance July 2022 will then be followed. Where a child's behaviour is deliberately aggressive, either verbally or physically, the Headteacher and Governing Body reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation. Reasons for exclusion include:

- Physical assault against a pupil,
- Physical assault against an adult,
- Verbal abuse/threatening behaviour against a pupil,
- Verbal abuse/threatening behaviour against an adult,
- Bullying,
- Racist abuse,
- Sexual misconduct,
- Drug and alcohol related,
- Damage,
- Theft,
- Persistent disruptive behaviour.

This list is not exhaustive and may include other behaviours not listed e.g.: persistent daily disruption, swearing etc.

### **Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to the pupils.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Monitoring arrangements**

#### **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half by SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic
- Severity of behaviour

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Reviewing this policy**

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the F&GP committee. The policy will be published on the school website.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the F&GP meeting annually.

**Related Policies**

Anti-bullying Policy

Positive Handling and Reasonable Force Policy

Child Protection and Safeguarding Policy

Approved:

Signed: \_\_\_\_\_ Chair of Governors

Signed: \_\_\_\_\_ Headteacher

Date: 15.10.2025

## **Appendix 1 – Supporting Principles and Practice**

**Use of Force – The school has adopted the Respectful Restraint approach to managing children (see Positive Handling Policy)**

Use of Reasonable Force in Schools 2013:

- This Act does **NOT** allow for the use of corporal punishment in the school
- The law **Forbids** a teacher to use any degree of physical contact which is deliberate to punish a pupil
- If there is a child in school who is likely to behave in a way that may require control then it would be sensible to plan for this.

**When reasonable force can be used - The school has adopted the Respectful Restraint approach to managing children (see Positive Handling Policy)**

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline on a field trip, swimming etc)

## **Defusing Anger – Dealing with Conflict**

- Remain calm at all times
- Consider safety of all children and adults and remove from situation asap.
- Only 2 members of staff to deal with a situation who are Team Teach trained.
- Other staff withdraw, say “I need a red pen” if you want other staff to leave.
- Offer a change of face if passing by, “Do you need any help?”
- Do not talk about the incident in front of any child.
- Ensure restorative time/conversations happens for all involved (including other children who may have witnessed the behaviour)
- Transition for child back into class needs to be calm and consider when it is most effective for the restorative conversation to take place. (avoid escalating the situation again)
- Record on an ABC chart to identify any triggers or patterns of behaviour.