

The Rookeries Carleton J, I  
& N School

# The Rookeries Carleton J, I & N School

Guidelines for Promoting Good  
Behaviour



**Date Reviewed: September 2018**

**Next Review Date: September 2019**

**Signed Chair of Governors:**

**Date:**

# The Rookeries Carleton J, I & N School

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## Guidelines for Promoting Good Behaviour

### Guidelines for promoting good behaviour

All formal and informal contact with pupils contributes to standards of behaviour. Therefore, we must take the initiative at every opportunity to promote positive behaviour and develop children's self-esteem. Good discipline is the responsibility of all the staff, so deal with all misbehaviour as it happens – to ignore it is to condone it! Much of the aggressive behaviour occurs on the playground often as a result of boisterous play so there is a need to teach and encourage playground games, and to develop a more child friendly, stimulating play area.

### Self-Esteem

Self-esteem, our self-image and the value that we attribute to it, influences the way we respond to life's choices and challenges. It is important because it is fundamental to learning and social development. Children with a high self-esteem feel secure in themselves and their own abilities. Such children are willing to take risks in order for learning to take place both academically and socially.

Children with low self-esteem are unable to accept that they are worthwhile and valuable and will not have a secure base from which to take risks in case they fail. They see themselves as unlikeable, useless, incompetent and failures. Children with low self-esteem may display their insecurities by passive or active responses;

Responses	
Passive	Active
Not participating Being quiet Avoiding new situations Giving up easily Being afraid of failure	Attention seeking Spoiling their own work Putting others down Hurting people's feelings Spoiling other's achievements Showing off and boasting

Children displaying these types of responses cause other people to feel and consequently react, negatively towards them. Such children do not have sufficient belief in themselves to break out of the cycle and need adult intervention and support. Self-esteem can continually be influenced and enhanced.

### School Rules

We will:

#### **Respect**

Be polite to everyone  
Pay attention to others  
Do as adults ask  
Think safe, keep safe  
Look after our school  
Try your best  
Be in the right place

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## **Guidelines for Promoting Good Behaviour**

### **The Whole School Community**

#### **We must all expect to:**

- Be punctual
- Create a calm atmosphere
- Match games/work to the pupils needs
- Set an example by our own behaviour
- Have a clear understanding of acceptable behaviour, work and respect
- Listen to pupils and each other
- Respond quietly and avoid shouting
- Be consistent
- PRAISE
- Give private reprimands not public
- Criticise behaviour not the person

#### **Maintaining Positive Behaviour**

##### Expect to:

- Encourage, praise and reward
- Ensure that pupils know what to do and what is expected of them
- Apply school rules fairly and consistently
- Listen
- Follow up a problem
- Work to agreed procedures
- Look for possible reasons for inappropriate behaviour e.g. personal problem/difficulties/poor self-esteem
- Use circle time as appropriate
- Deal with the few who present problems immediately, fairly and consistently
- Use an Individual Education Plan (IEP) when appropriate

#### **What is inappropriate behaviour?**

- Calling out in class
- Distracting other pupils from their work
- Name calling
- Spoiling other games
- Playing unsafe games
- Making gangs
- Being uncooperative in class or when an adult intervenes in a playground incident
- Answering back
- Stealing
- Spitting
- Bad language
- Intimidation
- Tantrums
- Lack of respect for property and equipment
- Racist and sexual comments
- Bullying
- Fighting

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## **Guidelines for Promoting Good Behaviour**

### **Practice at playtimes and lunchtimes**

A safe, secure and enjoyable playtime benefits everyone, pupils and staff. Children will have had opportunities to play, exercise, meet their friends and socialise. After a successful break-time, children will hopefully return to class, refreshed, happy and ready to settle down to work. During break-times children will have access to play equipment such as skipping ropes, soft balls, quoits and beanbags. Balls are not allowed to be brought from home. The playing of football is only allowed during breaks and lunchtimes on the field in fine weather. Playtime monitors help younger pupils and ensure fair play during the break-times. Peer mediators, supervised by the learning mentor, are also on duty to help children resolve any disagreements in a sensible way.

Outdoor games lessons and assembly time may be used to discuss play during breaks and to teach suitable games to all children.

### **Rules for Breaks outside**

We will:

- Play where we can be seen by an adult
- Try to be considerate and helpful
- Make sure that the game is safe for everyone
- Share the play area space fairly
- Not fight or play pretend fighting
- Get an adult to help sort out any disagreements
- Share the equipment fairly
- Care for the playtime equipment
- Put litter in the bins

### **Wet playtimes indoors**

During indoor breaks we will

- Use a quiet indoor voice
- Stay seated in our classrooms
- Play indoor games
- Share games and equipment well
- Read or listen to stories
- Use wet playtime books or scrap paper

### **Suitable Games for Indoor Playtimes**

Hangman  
Dots  
Noughts and crosses  
Board games  
Dominoes  
I spy  
Simon says

### **We will remember not to use**

The scissors  
The whiteboard  
Art equipment  
Best paper  
Outdoor equipment  
Technology equipment

### **In The Dining Hall**

When we are eating our dinner or packed lunch, we will

- Line up quietly and be patient
- Sit where we are asked to sit
- Remember our table manners
- Be polite to each other and the adults looking after us
- Leave the dining hall quietly and walk through school

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## **Guidelines for Promoting Good Behaviour**

### **REWARDS AND SANCTIONS**

#### **Rewards**

- Smiles
- Praise and encouragement
- Responsibilities
- Written comments on work, in reading diaries
- Marble in a jar and class treat
- Public praise for good work/behaviour in class or assemblies
- Displaying work
- Helping other children/classes
- Sharing outside interest
- Credits/stars/stickers
- Golden Tickets
- Golden Table
- Visit to headteacher
- Certificate of Special Achievement
- Letter/postcards home

#### **Sanctions**

- Reprimand/reasoning
- Change of seat/table
- Repeat of work
- Additional work
- Withdrawal of privilege: working in class; responsibilities; particular activities
- Time taken from break or lunchtime
- Correcting misdeed – picking up litter; cleaning up graffiti; paying for damage
- Detention - lunchtime
- Referral to deputy headteacher
- Referral to headteacher
- Persistent bad behaviour – H/T to contact parents at an early stage
- A record of disruptive, aggressive behaviour
- Exclusion from the classroom
- Parent to work in school with pupil
- Being sent home for lunch for persistent bad behaviour at lunchtime or being rude to a Dining Room Supervisor. (Child on free school dinners to have meal before going home)
- Avoid punishing a group/class – punishing the innocent is unfair
- Last resort – exclusion.

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## Guidelines for Promoting Good Behaviour Staged Sanctions

Following consultation a staged plan is in place. These examples are broad guidelines and cannot cover every situation where exclusion may be the correct sanction.

Behaviour	Sanctions		Comments
	Key Stage 1	Key Stage 2	
<u>In the classroom</u> Being disruptive, creating a disturbance; name-calling, being cheeky and rude to adults; annoying other pupils; refusal to comply with rules or follow instructions.	If the behaviour continues a staged sanction will begin  The children will:  1 Be told about their behaviour  2 Be given a choice direction  3 Be moved to sit on a Thinking Chair for 5 minutes  4. They will be asked to walk with the teacher at playtime or stay in at playtime with teacher supervision. Parents/carers will be informed verbally at the end of the day  If this happens in the afternoon at the end of the day, they will walk with a teacher or stay in at playtime the following day  <u><b>A lunchtime detention may be given if there has been a violent incident towards another child</b></u>	If the behaviour continues a staged sanction will begin  The children will:  1 Be told about their behaviour  2 Be given a choice direction  3 Be given a lunchtime detention and their parents/carers will be informed by letter  4 Go to a Parking Space in another classroom and do their work there for the rest of the lesson  5 If the child refuses to go to the Parking Space then the Learning Mentor or Head of School will be sent for  (If this happens in the afternoon they will have a lunchtime detention the following day)  If a child has four detentions in a half term this will trigger an after school detention	Following three detentions parents/carers will be asked to come into school to discuss their child's behaviour with the Headteacher  <b>If the child's behaviour continues to be a concern and they are given a fourth detention, parents will be contacted, by phone, and an after school detention will be given</b>
<u>In the playground</u> Being disruptive, creating a disturbance; name-calling, being cheeky and rude to adults; annoying other	If the behaviour continues a staged sanction will begin  The children will:  1 Be told about their	If the behaviour continues a staged sanction will begin  The children will:  1 Be told about their	Following three detentions (or missed playtime - KS1) parents/carers will be asked to come into school to discuss their child's

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<p>pupils; refusal to comply with rules or follow instructions.</p>	<p>behaviour</p> <p>2 Be given a choice direction</p> <p>3 Stand with the Senior Lunchtime Supervisor or member of staff</p> <p>4 They will miss their afternoon playtime and parents/carers will be informed verbally at the end of the day</p>	<p>behaviour</p> <p>2 Be given a choice direction</p> <p>3 Stand with the Senior Lunchtime Supervisor or member of staff</p> <p>4 They will be given a lunchtime detention and their parents/carers will be informed by a letter</p>	<p>behaviour with the Headteacher</p> <p><b>If the child's behaviour continues to be a concern</b></p> <p>They will be given an internal exclusion and an adult will have to supervise them all day whilst they work</p>
<p>Deliberately throwing objects to cause damage or hurt; repeated refusal to do set tasks; rudeness or challenges to authority; offensive name calling.</p>	<p>This is a red card situation. Send for a member of the SLT straight away. They will have a lunchtime detention. Involve parent's informal/formally.</p>	<p>This is a red card situation. Send for a member of the SLT straight away. They will have a lunchtime detention. Involve parent's informal/formally. If the incident is particularly serious the parent will be asked to come into school straight away</p>	<p>No improvement – Parents to be asked to support positive behaviour/One Page Profiles. Involve outside agencies, EPS &amp; behaviour support workers</p>
<p>Fighting and intentional physical harm to other children. Name-calling (racial/sexual remarks) &amp; which leads to serious aggression. Serious challenge/blatant defiance towards any staff member. Persistent bullying; stealing; vandalism.</p>	<p>Immediate involvement of SLT and contact parents at earliest opportunity. Internal seclusion.</p> <p>Depending on the severity of the incident a fixed term exclusion with work set may be necessary. Child to be returned to school by parent and to report to Head of School. Arrange a follow-up meeting with parents and child in order to monitor behaviour.</p>		<p>Involvement of outside agencies</p>

### Exclusions:

The Rookeries School complies with current DFE exclusion guidance (2017)

A decision to exclude a pupil should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils and adults in the school.

- If an incident is deemed serious enough to involve fixed term exclusion, the Head of School will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.

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- Parents must meet with the Head of School or Assistant Headteacher on the day that the child returns to school to ensure such events don't recur.

### **Fixed term ('temporary') exclusions:**

This involves the child being asked to remain at home for a defined period. During this period, responsibility for the child passes to the parents. The Head of School informs the Governance Committee about any fixed-term exclusions beyond five days in any one term.

### **Permanent exclusions:**

The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Head of School informs the Governance Committee about any permanent exclusion. The Governance Committee has a duty to consider parents' representations about an exclusion. (see DFE exclusion guidance 2017).

This document will be reviewed annually

Reviewed September 2018  
Next review September 2019