



# The Trent-Rylands Federation



Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School

## POLICY FOR PUPIL DISCIPLINE AND BEHAVIOUR

- **THIS DOCUMENT IS** a statement of the process of managing behaviour successfully at Trent Vale Infant School and Beeston Rylands Junior School.
- **IT WAS DEVELOPED** in 2022-23 through a process of consultation with teaching staff, support staff, governors and pupils
- **IT WILL BE** continuously reviewed, updated and approved by the Governing Body, Headteachers, Staff and Pupils
- This policy will be **REVIEWED ANNUALLY**

Date of review	Autumn 2022	Autumn 2023	Autumn 2024
Signed			

### Introduction

Good behaviour is an essential condition for effective teaching and learning to take place. A sound approach to behaviour management is a vital foundation for the spiritual, moral, social and cultural development of children (SMSC). At the Trent-Rylands Federation we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be developed and supported. It is the responsibility of the parents/carers to share with the school in helping their children to behave well. We aim to foster an atmosphere and environment where children feel secure, happy and motivated to learn and where there is a sense of belonging and mutual respect.

### 1. Aims of the policy

- To promote good self-regulated behaviour for learning within school and in the wider community
- To enable children to understand the consequences of their behaviour and actions and take responsibility for their actions
- To enable all children to behave in a way which shows respect and care for themselves, others and their environment
- To help and support children in accepting and following school rules and behaving appropriately in school
- To value the diversity of our school community and to meet the needs of our children
- To promote consideration and respect for others and property within school
- To set high standards and have high expectations of all children
- To ensure children move safely around school
- To ensure the emotional and physical safety of everyone in our school
- To promote pride in our school environment
- To promote positive behaviour and to deal with unacceptable behaviour immediately
- To recognise and act upon any incidences of bullying or direct and in direct discrimination **immediately**

- To be consistent and fair and to give the children positive recognition and reinforcement to their school community.

## **Equal Opportunities**

We believe it is the right of all children, regardless of their gender, ethnicity, physical or academic ability, skills, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We are committed to challenging stereotypes and discrimination. We recognise that children's behaviour can be variable and can be affected by the situation. At Trent-Rylands we feel it is important for all staff to have a whole school approach to promoting positive behaviour with clear and consistent expectations. In certain cases, a child may present challenging behaviour. For a variety of reasons, they may find it difficult to follow our Trent-Rylands rules. In these cases, the child will have a Behaviour Support Plan with specific behaviour targets and strategies. There will be clear and appropriate rewards and sanctions. These will have been agreed with the class teacher, Headteacher and parents and carers. The school is committed to its legal duties under the Equalities Act 2014 in respect of safeguarding and children with special educational needs. See also school's SEND policy.

## **2. Our Vision and Values**

**Our vision is what we aspire to achieve for our school community.**

**Our values are the principles that guide our thinking and behaviour.**

**Our vision and values enable us to be the best version of ourselves.**

Every individual who is part of the Trent-Rylands Federation is valued for who they are and what they contribute to school. Our values and vision are integral to our schools and are intended to support the personal, social and spiritual development of every pupil throughout their time with us.

The whole staff team, pupils, parents and governors are involved in promoting these values and vision along with recognising those who are 'living examples' of these values.

We believe that values in education have a crucial role because they play a vital part in raising achievements and encouraging children to be emotionally intelligent, articulate learners. Values support quality teaching and learning whilst making a positive contribution to the development of a fair, just and civil society. These values are central to the vision we have for our school community.

## **Our Vision Statement**

**The Trent-Rylands Federation vision is to provide the best start in life for our children through inclusive and engaging education, which is rooted in our local community, and develops character, well-being and a love of learning. The two schools in the federation benefit from a shared ethos and approach, which allows for a 'whole school' learning journey and excellent educational outcomes.**

## **Our Values– Doing What is Right for the Children in our Community**

Children, and their families, are the very centre of what we are as a school.

We are proud of our achievements: -

- **Everyone is valued**
- **Everyone is included**
- **Everyone works together**
- **Everyone has fun learning**
- **Everyone’s aim is excellence**
- **Everyone cares for their environment**

### **3. PROCEDURES, PROCESSES AND ROLES**

All children are capable of behaving appropriately. We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework.

At the Trent-Rylands Federation, individual effort is valued, and individuals are encouraged to develop self-discipline and a sense of their own worth. To support this development, the children are taught to understand the nature of behavioural expectations and how achievement can be valued. This teaching is centred on the ‘Trent-Rylands Rules’ which emphasise what we expect children to do as well as explaining what we do not expect them to do. We believe that the TR rules can help children to be successful learners by developing self-respect, self-control and respect for others individuality, cultures and beliefs.

Our Trent-Rylands Rules are always in effect and should be followed by **everyone** in the School community. All staff have a responsibility to ensure the children always follow the school rules. If they meet a child behaving inappropriately, they should address the incident with reference to the Trent-Rylands Rules. The school rules should be discussed regularly with the children to ensure that all children have a clear understanding as to their meaning. It is important that staff use the wording of the school rules with all children, to ensure consistency throughout the school.

Our Trent-Rylands Rules are:

- **We are gentle; we don’t hurt others (tolerance/self-restraint)**
- **We are kind and helpful; we don’t hurt anybody’s feelings (empathy and compassion)**
- **We listen; we don’t interrupt (respect)**
- **We are honest; we don’t cover up the truth (integrity)**
- **We work hard; we don’t waste our own or others’ time (resilience and cooperation, determination)**
- **We look after property; we don’t waste or damage things (responsibility)**

Children should be given strategies to cope in conflict situations without resorting to aggression. If someone upsets or hurts them, they should:

- Walk away
- Do NOT do the same things back
- Say “STOP IT, I DON’T LIKE IT”
- Tell an adult if you are hurt, sad or angry

### **3.1 Encouraged acceptable behaviours**

Whilst following the Trent-Rylands Rules it is also expected that all children and staff follow the expectations of behaviour in different areas of school:

#### **Classroom**

We look at and listen to the person speaking.  
We raise our hands when we want to speak.  
We listen to instructions and do our best.  
We ask an adult for help if we need to.  
We work hard.  
We always aim to stay on green.

#### **Playground and entering school**

We take turns and share in the playground.  
We sometimes win games, we sometimes lose; it doesn't matter.  
We play gently and never play-fight.  
We speak to an adult if we are upset or angry and accept their help.  
We stop when the whistle is blown.  
We walk sensibly into school.

#### **Assembly**

We walk into and leave assembly quietly.  
We stop, look, raise our hand and listen.  
We look at and listen to the person speaking.  
We sit still and keep our hands and feet to ourselves.  
We put our hand up if we want to say something.  
We try our best to take part and share our ideas.

#### **Around school**

We line up and walk around school quietly.  
We stay in our lines.  
We hold doors for others.

#### **Toilet Routines**

We only go to the toilets when we need to use them.  
We leave the toilets clean and tidy.

#### **Lunch time**

We line up quietly and keep our hands and feet still.  
We use out indoor voices.  
We listen to adults' instructions.  
We only talk to people sitting near us whilst we are eating.  
We do our best to try different, healthy foods.  
We take our time eating our food.

These all work alongside our school values and are discussed regularly in class and whole school assemblies and discussed regularly with the School Council.

### 3.2 Rewards and Sanctions

In the EYFS and Key Stage 1 we aim for green on the rainbow. Green is keeping all of the Trent-Rylands rules. 3 colours of the rainbow are displayed in the classroom.

#### Green

- All children's names are displayed on green each day.
- Children who remain on green all day will receive a tick at the end of the day towards a behaviour certificate.

If a child ignores a Trent Rylands rule, then a verbal or non-verbal warning will be given.

#### Amber

- If this behaviour continues the child's name is moved to amber.
- A clear explanation by an adult will be given to the child.
- No tick will be received at the end of the school day.
- The child's name will be moved back to green as quickly as possible.

If a child who is on amber continues to misbehave, then their name will move to red.

#### Red

- Children who move to red will have a 5-minute time out in their classroom. This needs to be recorded on the Class Behaviour Record. The child's name will be moved back to green as quickly as possible.
- If a child's name is placed on red for a second time, then they will be sent to a partner classroom for a 10-minute time out. A clear explanation by an adult will be given to the child. This will then be recorded on the Class Behaviour Record. A conversation will be had to inform the parents/carers of the second red and why. The child's name will be moved back to green as quickly as possible.
- If a child's name is placed on red for a 3<sup>rd</sup> time, or if there is an incident of extreme/physical behaviour, then they will be taken to the Headteacher for a 15-minute time out. A clear explanation by the headteacher will be given to the child. This will then be recorded on the Class Behaviour Record. A conversation will be had to inform the parents/carers of the third red and why. The child's name will be moved back to green as quickly as possible.

**If the behaviour has been very extreme parents will be contacted immediately by the school.**

#### Play and lunch times

- Children may be asked to accompany a midday supervisor for an appropriate length of time in order to de-escalate any low level/amber behaviour
- If the behaviour is extreme or physical the child will go straight to red and this may be having a time out outside on the playground or to the Headteacher's office as appropriate.
- At the end of playtime, the class teacher will be informed if a child in their class has been on red and this will be recorded on the Class behaviour record. At lunchtimes the MDSAs will record any children who go onto red on the lunchtime Behaviour Record.

### **TICKS – based on staying on green on the rainbow**

Children will be awarded a tick if they have been on green all day.

- **10 ticks – BRONZE** certificate
- **20 ticks – SILVER** certificate
- **20 ticks – GOLD** certificate
- **20 ticks – SUPER GOLD** certificate
- **30 ticks – PLATINUM** certificate
- **30 ticks – DIAMOND** certificate
- **30 ticks – HEAD TEACHER** certificate

### **CHANCE CARDS**

If an adult sees a pupil following a Trent-Rylands school rule and behaving properly inside or outside of the classroom they can award the child a chance card. The child writes their name and class on the card and posts it into the chance card box in the classroom.

During Superstar assembly each week the chance cards are collated in a big box and the Head teacher will draw out 15 chance cards whereby winners can choose a small prize. The chance cards are then placed in to the Superchance box for a ½ termly draw where the prizes are much bigger.

### **GOLD STAR CHART**

- The **Gold Star chart** is displayed near the office.
- If an adult sees the whole class following the rules – walking down the corridor, lining up properly, etc - then the adult can award a **GOLD STAR**.
- The Gold stars are added up at the end of each ½ term and trophies are awarded to the classes during Assembly. All classes will receive a trophy.

### **SUPERSTAR CERTIFICATES**

- 3 children are awarded 'Superstar certificates' each Superstar assembly by the class teacher. One for each of the following areas: exemplary behaviour for learning, reading and for following the Trent-Rylands rules (plus afternoon tea with the Headteacher for the rule certificate).
- The class teacher brings their Superstar certificates to Superstar assembly.
- Certificates are sent home.

### **AFTERNOON TEA**

- The child who receives a superstar certificate for keeping the Trent-Rylands rules will have afternoon tea with the Headteacher.

### **WEEKLY ATTENDANCE**

- The class with the highest attendance of the week will be rewarding a certificate.

**In Key Stage 2 we aim for a green card in the front of the class wallet all day. Green is keeping all of the Trent-Rylands rules.**

A large wallet is displayed in the classroom and each child has their name in a section.

## GREEN CARD

- We use a green card system displayed in a large whole class wallet.
- All children start on green at the beginning of each session (start of day and after lunch).
- If a child only has remained on their green card in their section at the end of the day they earn a class point.
- Class points earn children behaviour certificates.
- Extra class points can be earned throughout the day for keeping the Trent-Rylands rules.
- Children who stay on green all week will have their name placed into a raffle. 1 winner from each class will have afternoon tea with the Headteacher and be given a sticker.
- If a child has continuously had a green card in their section leading up to a 'Let's get' session they will have the opportunity to pick their chosen session first.



**POINTS – based on staying on green all day and extra points can be given throughout the day**

### BEHAVIOUR CERTIFICATES

- 15 ticks – **BRONZE** certificate
- 20 ticks – **SILVER** certificate
- 25 ticks – **GOLD** certificate
- 30 ticks – **SUPER GOLD** certificate
- 30 ticks – **PLATINUM** certificate
- 35 ticks – **DIAMOND** certificate
- 45 ticks – **HEAD TEACHER** certificate

### LET'S GET SESSION

We run 'Let's Get' Sessions linked to the behaviour system at the end of every half term. Initially this is twice per half term as the system is new to September 2022. Children are given options to choose the activity they wish to take part in. The activities provide enrichment opportunities for the children and include activities such as football, sewing, cooking, ICT with many more offers from the staff. The children have the opportunity to practise, enjoy and learn something new.

## Yellow card

- A child who is not showing green behaviour is given a warning. Adults must support the child to de-escalate the situation (a little intervention here could prevent a lot of disruption later).
- If they continue to misbehave then they move to a yellow card and an adult in the class will place a yellow card at the front of the class wallet.
- The child is supported by the adult again to de-escalate the situation. e.g, moving the child to a different place in the classroom.
- Positive praise is given as soon as possible and the green card is placed back at the front of the wallet.
- A yellow card is 2 minutes deducted from the 'Let's get' session.
- This loss of time is recorded.

## 1 and 2 Red Cards

- If a child is on a yellow card and their misbehaviour continues, they will receive another warning. Again, adults must support the child to de-escalate the situation.
- If misbehaviour continues, then a red card will be placed at the front of the wallet by an adult.
- The child will be moved to a table by themselves for 5 minutes. The time loss and behaviour will be recorded by the class teacher. 5 minutes from the 'Let's get' session will be lost.
- The child's green card will be placed to the front of the wallet as soon as they return to their original place.
- If the behaviour continues then a second red card will be given and the child will take this card to the partner class for 10 minutes. Classes are partnered between lower and upper school. 10 minutes from the 'Let's get' session will be lost. The time loss and behaviour will be recorded by the class teacher.
- The child's class teacher has a brief discussion with them to mark the end of the consequence and ease reintegration.
- The child is issued a 'Second Red' letter by the class teacher; the class teacher must ensure this is communicated to parents/carers – this could be handed to the adult at the end of the day or emailed.
- If the class teacher feels that a child is moving to red too frequently, then this should be raised with the headteacher to decide the next course of action.
- Behaviour at this level is recorded by the class teacher and reviewed by the SLT every half term.

## 3 Red cards in one day

- It should be very rare for a child to get three red cards in one day
- If a child has received 2 red cards and misbehaviour continues they will receive another warning. Again, adults must support the child to de-escalate the situation
- If the behaviour continues then a third red card will be given and a member of SLT is called.
- An appropriate length of time is spent in the headteachers office. This will be decided between SLT and the class teacher. A third red card is the equivalent of losing a further 15 minutes from the 'Let's Get' session.
- SLT will contact the parent to inform them of their child's behaviour.
- The time loss and behaviour will be recorded by the class teacher.
- Behaviour at this level is also tracked and recorded by SLT.



## Instant red

- An instant red would be given for extreme behaviour. (e.g. Verbally aggressive, extremely offensive language, physical violence)
- It should be very rare for a child to receive an instant red card.
- This will lead to being in the headteacher's office for an agreed period of time between SLT and the class teacher. Class teacher must provide work.
- SLT will contact the parent to inform them of their child's behaviour and may organise a short meeting between child, parent, class teacher and SLT member at the end of the day.
- The behaviour will be recorded by the class teacher.
- Behaviour at this level is also tracked and recorded by SLT.
- A conversation will be had with a child who has had an instant red and the amount of time missed from their 'Let's Get' session will be agreed and explained to them. There will be a discussion about their behaviour and how they can improve.
- Internal/external exclusions will be considered at this stage where necessary.

Some children will have a Behaviour Support Plan which will also be used alongside and will occasionally supersede this strategy.

### LUNCHTIME

We expect children to have a high standard of behaviour at lunchtime.

Middays can reward classes with Class stamps as detailed below.

Midday supervisors follow the same system for yellow and red cards using a 'Time out zone' in the quad for red cards. Children need to go to the area as directed by the midday.

A separate lunchtime record is kept by the lead midday and is shared with the Headteacher weekly. The Headteacher also collates the time lost from the 'Let's Get' session and totals this with the behaviour records kept by the class teacher.

### CLASS STAMPS

- The **Class Stamp chart** is displayed near the office.
- If an adult sees the whole class following the rules – walking down the corridor, lining up properly, etc - then the adult can award a class stamp.
- The Class stamps are added up at the end of each half term and a treat such as extra play is awarded.

### STAR CERTIFICATES – 1 has to be related to a rule

A special "Star Assembly" is held every Friday. "Star Certificates" are awarded weekly in this assembly to two or three children from each class who have displayed excellent behaviour and a positive learning attitude. Certificates are sent home. One certificate rewarded has to be related to a school rule.

### **AFTERNOON TEA**

Each week one child from each class will be chosen to have afternoon tea with the Headteacher. Children who have stayed on green all week will write their name on a raffle ticket and one will be drawn out. The child whose name has been drawn will be rewarded for keeping the Trent-Rylands rules all week with afternoon tea.

### **WEEKLY ATTENDANCE**

The class with the highest attendance of the week will be rewarding a certificate.

### **Children with Special Needs**

We will make reasonable adjustments in the application of the behaviour policy where there are individual pupils with SEN or behavioural disabilities, and any other pupil at risk of disaffection and exclusion. The school will make special education provision for pupils whose behaviour related difficulties require it.

We will plan pro-actively how the school's disciplinary framework should be applied to each of these pupils and ensure that those in contact with the pupil know what has been agreed. There will be a named key person in school who knows the individual children well, has good links with home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework in the case of a particular child.

### **Behaviour Policy – Additional Strategies**

If a child's behaviour does not improve over time, additional strategies to improve their behaviour may be used. This will be in consultation with parents. These additional strategies may include:

- A home-school agreement or contract specific to the child's behaviour. This will be signed by the child, staff working with the child, Headteacher and parent/carer.
- Clear sanctions will be written on the home-school agreement or contract should specific behaviours occur.
- A reward chart may be drawn up to help the child overcome the specific behaviours.
- This will be in consultation with the SENCO and, if necessary, relevant outside agencies aimed at modifying behaviour.
- Exclusion from school, whether Fixed-Term or Permanent.

The Head Teacher retains the right, and the sole responsibility, to exclude any individual whose behaviour is wholly unacceptable in school.

### **Principles and Procedures for Exclusion**

- At The Trent Rylands Federation exclusion is considered to be the last resort.
- DfE guidelines detailed in the publication 'Exclusion from maintained schools, Academies and pupil referral units in England; A guide for those with legal responsibilities to exclusion' and LA guidelines are followed absolutely.
- Exclusion at lunchtime is an option that is sometimes used. Unacceptable behaviour at lunchtime may result in a child having to go home for lunch for up to a week.

- Please refer to 'Children's Behaviour in School' volume II – Responding to Challenging Behaviour' for up to date guidelines. Updated information is available on 'Wired'.

References:

Children's Behaviour in Schools Volume I – The Good Practice Guide

Children's Behaviour in Schools Volume II – Responding to Challenging Behaviour







<http://wired.nottscs.info> – The Local Authority Community - Behaviour







**Trent Vale Gold Star Chart**

 <b>Beech</b>	 <b>Lilac</b>	 <b>Cedar</b>
 <b>Maple</b>	 <b>Elm</b>	 <b>Holly</b>





### **BRJS Behaviour Incidents - Classroom**

Record on the grid below if a child has been on amber or red, the amount of minutes this equates to and why. The minutes will be added together and lost from the 'Let's get' session. Please put on the Head's desk at the end of the ½ term.

Term: W/C	Name of child + minutes lost + reason
	e.g. Sue: 2x Y, 1x R = 9 mins. Low level disruption, swearing.

Cards

Yellow card: 2 minutes

1<sup>st</sup> red: 5 minutes

2<sup>nd</sup> red: 10 minutes

3<sup>rd</sup> red: 15 minutes (if this is in one day then SLT should be notified)

### **BRJS Behaviour Incidents - Lunchtime**

Record on the grid below if a child has been on amber or red, the amount of minutes this equates to and why. The minutes will be added together and lost from the 'Let's get' session. Please put on the Head's desk at the end of the ½ term.

Term: W/C	Name of child + minutes lost + reason
	e.g. Sue: 2x Y, 1x R = 9 mins. Low level disruption, swearing.

Cards

Yellow card: 2 minutes

1<sup>st</sup> red: 5 minutes

2<sup>nd</sup> red: 10 minutes

3<sup>rd</sup> red: 15 minutes (if this is in one day then SLT should be notified)

**3 red cards / instant red    Headteacher's record**

Record on the grid below if a child has been on 3 red cards or an instant red.

Term: W/C	Name of child + minutes lost + reason

## Class Teacher Letter to Send Home

### BRJS

### 2<sup>nd</sup> Red Card

Dear Parents/Carers

\_\_\_\_\_ was sent to another class today to think about their behaviour. This was because of:-


behaviour that disturbed the learning of other children  
physically hurting another child  
\_\_\_\_\_

Please talk to them about what happened today and what their behaviour in school should be like.

If you have any questions or concerns, please do not hesitate to contact me.

Class teacher

### BRJS

### 2<sup>nd</sup> Red Card

Dear Parents/Carers

\_\_\_\_\_ was sent to another class today to think about their behaviour. This was because of:-








behaviour that disturbed the learning of other children  
physically hurting another child  
\_\_\_\_\_

Please talk to them about what happened today and what their behaviour in school should be like.

If you have any questions or concerns, please do not hesitate to contact me.

Class teacher

**BRJS Class Stamp Chart**

 <p>Birch</p>	 <p>Ash</p>	 <p>Pine</p>
 <p>Sycamore</p>	 <p>Willow</p>	 <p>Oak</p>