

CHILMARK AND FONTHILL BISHOP CHURCH of ENGLAND (Aided) PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Mission Statement: 'We Live and Learn with Faith and Love

Policy reviewed and redrafted: September 2019

Ratified by the Governing Body:

Date of next review: September 2020

At Chilmark and Fonthill Bishop Primary School, we recognise the importance of taking a positive approach to behaviour and discipline throughout the school. We aim to create an atmosphere based on a sense of community and shared values.

AIMS

- To create an environment which encourages and reinforces good behaviour.
- To foster caring and respectful attitudes to people, property and the environment.
- To promote self-esteem, self-discipline and positive relationships.
- To listen to and value the views and opinions of others.
- To establish clear rules for work, behaviour and discipline to be agreed by staff and pupils.
- To encourage the involvement of both home and the school in the implementation of this policy.
- To encourage children to become responsible for their own behaviour.

STANDARDS OF BEHAVIOUR

At school we work towards standards of behaviour based on the basic Christian principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

It is the responsibility of each class teacher to ensure that rules are enforced in their class and to deal with misbehaviour. However if a child continues to misbehave then the class teacher should seek help and advice from the Headteacher.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

CLASSROOM MANAGEMENT

Classrooms are organised to develop independence and personal initiative. Learning is structured to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays can be used to develop self-esteem through demonstrating the value of every individual's contribution, and overall provide a welcoming environment.

USE OF FORCE

The use of reasonable force to control or restrain pupils is acceptable. If a member of staff does need to use force, the incident MUST be reported to the pupils' parents and reported to the Health and Safety Advisor using the Behaviour Management/Physical Intervention in School Incident Report and Investigation Form.

GOLDEN RULES

The Golden Rules are:

- Do be gentle. Do not hurt anybody.
- Do be kind and helpful. Do not hurt people's feelings.
- Do work hard. Do not waste your own or other people's time.
- Do look after property. Do not waste or damage things.
- Do listen to people. Do not interrupt.
- Do be honest. Do not cover up the truth.

These rules are clearly displayed in all classrooms, the main entrance and the Hall.

CLASS RULES

Class rules will be discussed annually with the children and relate to the day to day running of the class. Examples of this may be rules such as: - always put your name on your work or always tuck in

your chair. These rules will be expressed in positive language but do not necessarily need to be written down.

PLAYGROUND RULES

Playground rules are on display in child friendly language and use easily accessible symbols for the non-readers.

GENERAL RULES ABOUT UNIFORM AND APPEARANCE

1. Jewellery should not be worn to school. If a child has pierced ears only studs should be worn but removed for safety in P.E. lessons. If ears have been recently pierced, earrings should not be removed, but securely covered with micropore tape or a plaster.
2. Nail varnish and make-up should not be worn to school.
3. Long hair should be tied back and hair colouring is unacceptable.

STRATEGIES TO ENCOURAGE GOOD BEHAVIOUR

Our emphasis is on recognising good behaviour, through praise and rewards. We have high expectations of standards of behaviour at all times.

A variety of strategies are used to encourage good behaviour. They are as follows:

- Valuing and praising children in work and play.
- Reward stickers.
- Class Challenge. A behaviour target will be selected and displayed for the week. All members of staff give out points to children whom they observe to be meeting the challenge. These points go into the class box. On Monday, children from Elm class count the points and the winning class are rewarded. Each class's points will be recorded on a motivational display and further rewards will be given for a certain number of points.
- Headteacher stickers will be awarded to pupils for exemplary behaviour, effort and good work. Once a child has been awarded three stickers, they will be presented with a distinction certificate following Collective Worship on a Friday.
- M.D.S.A. staff can reward children with special playtime stickers and contribute to the selection of pupils for Headteacher, class challenge and M.D.S.A. awards.
- Good Day Calendar. Pupils who need support for behavioural problems will, following agreement with their parents, be placed on the Good Day Calendar system. They will be presented with a chart at the beginning of the week which breaks each day down into short target periods i.e. lessons, breaks and Collective Worship. The Good Day Calendar will have a clear target written on it which the child is trying to achieve. For each successful session, the pupil will be allowed to fill the appropriate space with a sticker. Unsuccessful sessions will be left blank in order for the calendar to remain a positive vehicle. The Good Day Calendar will be sent home each day for the child to share with their parents. The Headteacher will closely monitor the progress of the pupil concerned.
- Circle Time will be used as a vehicle during which discussion and sharing of feelings and views will work towards pupils having a better understanding of both themselves and others around them and to raise self-esteem.
- Golden Rules relate directly to Golden Time. Golden Time is a period of reward when for 30 minutes a week the children can choose which activity they do. All children who keep the Golden Rules will be rewarded with Golden Time. Children who break Golden Rules lose 5 minutes Golden Time for every rule broken.

SANCTIONS

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required in order to improve.

In most cases the adult in charge of the child can deal with unacceptable behaviour firmly and fairly at the time.

The following sequence will be followed:

1. If a sanction is necessary, it will be immediate whenever possible and could take the form of:
 - A verbal rebuke.
 - Loss of playtime and / or Golden Time.
 - Time out of activities in the playground.
 - If an apology is necessary, it will be given, verbally or in writing.
 - Repetition of an unsatisfactory task.
2. In the case of a physical or verbal attack the adult in charge will initially deal with unsuitable behaviour at the time, by speaking to the child about why it is unacceptable and how it can be

compensated for. The class teacher will be informed as will the Headteacher and the Parents, with the child being made aware of the fact. Staff will keep each other informed about significant problems.

3. Persistent or serious misbehaviour will be reported to the Headteacher and parents will be informed, to discuss the matter. Parents of any affected children will also be informed. A behaviour book may be introduced and further sanctions may be considered.
4. Specialist advice may be sought from:
 - Educational Psychology Service;
 - Behavioural Support Team;
 - Special Needs Support Services;
 - Education Welfare;
 - Social Services.

Isolation and Exclusion

- Isolation may be used for a short period such as a lunch time in order to give the child an immediate 'cooling off' period.
- Isolation could be used for longer periods but in these circumstances the parents would be informed of the need for a child to attend school but to be educated separately from their peers for a set amount of time.

If at any time a child's behaviour is considered to be inappropriate or dangerous, the Headteacher will put into action formal exclusion procedures as advised by the LA and inform the Governors.

- Repetition of dangerous incidents (e.g. 3 in a week) would result in a fixed term or permanent exclusion. Any dangerous incident will be recorded in the Pupil Incident File.
- A decision to exclude a pupil would only be taken in response to a serious breach to this behaviour policy or if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in school.
- A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with discipline issues following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will only be used as a last resort.
- However, there may be exceptional circumstances where, in the Headteachers judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include: serious actual or threatened violence against another pupil or member of staff, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon.

For further guidance on exclusions see www.teachernet.gov.uk/behaviour/exclusion.

Parents will be informed about the contents of this Policy. It is the duty of the Headteacher to ensure that this policy is regularly reviewed and that its contents are upheld.