

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

### **BEHAVIOUR AND DISCIPLINE POLICY**

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.

At Chilmark and Fonthill Bishop School in line with the Equality Act 2010 and SEN Code of Conduct 2014 our *Behaviour policy practice* makes reasonable adjustments for disabled children so that they are not disadvantaged when compared to their non-disabled peers.

This follows the expectations of the *Equality Act* 2010 requiring schools to ensure disabled children are not unfairly disadvantaged.

It also follows the *SEN Code of Practice* 2014 in promoting *equality* of opportunity and foster good relations with peers and adults.

To achieve this Chilmark and Fonthill Bishop School will make reasonable adjustments to support individuals to meet our behaviour expectations and to protect others from unwanted behaviour. Examples of this will be determined by the individual needs of students and may be recorded in IEP's or individual provision maps but will be linked to the pupil's individual needs so are not listed in this document.

The behaviour philosophy in the school is built around the words of power. We have taken a distinctively Christian approach to behaviour to promote attitudes and beliefs that promote good behaviour and personal responsibility for the well-being of ourselves and others. We have linked these values to the words- **Resilience, Faith, Reflectiveness, Love, Resourcefulness, Kindness, Reciprocity, Friendship**. The school website, under the menu heading '**Curriculum**' gives a Progression, Skills, Support and Challenge map for the Words of Power. For an explanation of how the words relate to a distinctively Christian education and overview of the words of power as a tool for personal growth see the **Christian words of Power** tab in the **Curriculum** section of the School website.

### **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 Christian Words of Power (These promote the principles of honesty, respect, consideration and responsibility). We follow 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**

In accordance with government advice '*Use of Reasonable Force, advice for headteachers, staff and governing bodies*' (July 2013), all members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. 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.

### **EXPECTATIONS**

Our expectations 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.

### **GENERAL RULES ABOUT UNIFORM AND APPEARANCE**

(see uniform code)

### **STRATEGIES TO ENCOURAGE GOOD BEHAVIOUR**

Our emphasis is on recognising good behaviour, through praise and rewards. We have high expectations of and these are secured and developed by a variety of strategies.

For example (but not limited to):

Valuing and praising children in work and play, reward stickers, a reward chart, circle time

### **PARENT WILL BE CONTACTED**

If the school has a concern about a pupil, we will contact parents in a timely manner (if behaviour requires contact). When issues that have been noticed repeatedly, parents **must be contacted** and will need to be kept informed.

### **SHARING INFORMATION**

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

### **LEVELS OF RESPONSE AND EXAMPLES OF 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 level of response could change if issues are repetitive. 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

LEVELS OF SERIOUSNESS	LEVELS OF REPONSE
<p>level one</p> <p>MINOR ISSUES</p> <p>(Examples of, but not limited to)</p>	<p>(Examples of response but not limited to)</p>
<p>Being noisy / talking. Incidents of unkind behaviour. Failure to follow instructions. Being un co-operative/disengagement. Interrupting the teacher / shouting out. Time wasting / avoiding work. Using inappropriate language / swearing. Getting out of seat and walking around. Failure to complete work. Using a mobile phone</p>	<ul style="list-style-type: none"> <li>• Quiet word with pupil/student</li> <li>• Reprimand or warning</li> <li>• Suggestion of moving pupil/student within class</li> <li>• Speak with pupil/student outside of lesson</li> <li>• Immediate positive praise for co-operation / good work / good behaviour (Positive correction)</li> <li>• Negotiation of an apology</li> <li>• Discussion with parent/carers</li> </ul>
<p>Level Two</p> <p>SERIOUS ISSUES</p> <p>(Examples of, but not limited to)</p>	<p>(Examples of response but not limited to)</p>
<p>Possession, use, or sale of drugs on or around the school premises. Possession, use, or sale of alcohol or tobacco (including e cigarettes) on the school premises or to and from school, or whilst in school uniform. Persistent or severe bullying; including cyber-bullying. Physical abuse. Fighting. Assault. Vandalism. Verbal abuse of a racist, sexist or highly personal nature. Theft. False allegations against a member of staff. Persistent repetition of minor misbehaviour over a period of time and failure or refusal to respond to interventions. Obtaining money by deception. Extreme rudeness to a member of staff/ extreme disobedience. Truancy. Absenting oneself from a lesson without permission. Bringing the name of the school into disrepute via social media</p>	<ul style="list-style-type: none"> <li>• In school isolation (time away from class or from peers)</li> <li>• Discussion with the pupil/student at an appropriate moment</li> <li>• Negotiation of an apology</li> <li>• Refer to internal / external support agencies</li> <li>• Phone call home / Discussion with parent/carers</li> <li>• Meeting with parent</li> <li>• Drawing up of an individual behaviour Support Plan</li> <li>• Consideration of a managed move</li> <li>• Referral to Governors Discipline Committee</li> <li>• fixed term exclusion.</li> </ul>

For further guidance on exclusions see

<https://www.gov.uk/government/publications/school-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.