

Behaviour and Discipline Policy

Rationale

The overwhelming majority of children attending our school are well behaved, polite, carry out the tasks that are given them and have a positive influence on the life of the school. All children by the end of the Foundation Stage should have a clear sense of right from wrong and of fairness and justice. At the heart of all that takes place we believe that we equip our children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to- with support from staff- learn to resolve conflict successfully. These values are acquired and developed from an early age within the setting of family life and the Foundation Stage classes. We recognise the importance of adults who are of significance to the child being a positive role model. For many children the most significant adults will be their parent(s) and their teacher. Children will copy both good and bad behaviour from these important influences on their lives. The school recognises the importance of partnership with parents, and seeks support from the parent body in this important aspect of school life.

This policy accords with the school's mission statement and is rooted in the values of its Christian foundation. It is about: -

- getting a consistently high standard of behaviour established throughout the school;
- minimising poor behaviour;
- children, their parents, all members of staff, governors and volunteers working in the school having a clear understanding of the standards of behaviour and courtesy that is expected and knowing the consequences of unacceptable conduct;
- children being responsible for their actions and knowing that they can have a positive and negative effect on their peers and the life of the school.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

The primary aim of the behaviour and discipline policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

*The school expects every member of the school community to behave in a considerate way towards others.

*We treat all children fairly and apply this behaviour policy in a consistent way.

*This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

*The school recognises good behaviour, as it believes that this will help to develop an ethos of kindness and co-operation.

*This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

*Our approach to behaviour management is designed to offer a structure within which children can develop effective skills of self-discipline.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school. This is clearly stated in our "Children First" document which sets out expectations for staff.

Promoting positive behaviour

The schools have a number of well-established strategies to encourage and promote good behaviour. These strategies are intended to be sincere, specific and meaningful and are intended to promote pupils' self-esteem.

At Foundation Stage, Key Stage 1 and Key Stage 2 these include:

- positive reinforcement of behaviour by all adults
- the school's Home School Agreement, signed by the parent(s)/carer(s) on behalf of the child and the head teacher, focuses on the importance of good behaviour;
- individual praise and recognition given by the class teacher or members of the non-teaching staff. EYFS- photographs of children who have worked well on the window for parents to see
- children and teachers agree their class rules based upon what is expected
- Head teacher Award Certificates presented in a weekly Celebration Assembly- photographs of recipients will be displayed in a prominent location and also names to be written on weekly newsletter
- public praise other than during Celebration Assembly
- Stars will be awarded to individual children when demonstrating agreed characteristics and once the Class Star Jar has been filled a Class Treat will be given
- Whole school Reward is received once a particular number of Class Jars have been filled

Good behaviour is not something that is confined to those formal learning situations; it is an expectation for all aspects of school life: in the classroom and all learning situations, school worship, in the playground, in corridors and toilets, at playtimes and lunchtimes and on visits outside the confines of the school premises and grounds. Important too, is good behaviour to and from school, although parents have a clear responsibility in this area.

Encouraging Good Behaviour.

*Children are reminded about expected behaviour through class discussion, individual conversations and through Big Questions opportunities during Worship.

*Children are all given a designated role in their classroom to develop their sense of belonging and being a necessary part of our school community. These roles are changed regularly although in Year 6 these may be longer term roles and responsibilities that affect the Whole school- Reception Buddies.

*Often inappropriate behaviour arises when a child feels upset, angry or frustrated. Children are provided with techniques and strategies to allow them to calm themselves down; to help

them in situations they find emotionally challenging. This might result in moving to another place in the immediate vicinity. Staff will support children as appropriate at these times. This is not a time out punishment, rather an opportunity to calm down and reflect how they can deal appropriately with their upset.

* We recognise that on rare occasions children who are struggling to develop good behaviour patterns may need a short term series of goals and rewards to help them develop their self-discipline skills. These will be developed in consultation with the Senior Manager team and the child and then discussed with parents.

Dealing with Inappropriate Behaviour

*Children are taught and supported to calmly and assertively challenge any behaviour they find makes them uncomfortable from any other child. This is carefully monitored by staff. We believe it is important for each child to be able to express what they don't like when behaviour causes them hurt or upset.

*Children are encouraged to use the self-calming techniques they've been taught in confrontational situations and peer resolution is always encouraged; seeking staff support as appropriate.

*Peer resolution strategies - If a child's physical, emotional or mental safety has been compromised by themselves or another child all children involved will take part in a discussion. This discussion will usually take place with other children involved and centre around how best to resolve the situation and how to best prevent it occurring again. The situation may have natural consequences or intentional consequences imposed by staff (Eg. a child may be removed from the playground if their behaviour is deemed by staff to pose a threat to their or other child's safety.).

*Consequences will be appropriate to each situation and will be designed to help children learn from their mistakes.

*We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

*We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

The teaching staff have agreed the following consequences and will be used by all members of staff as and when appropriate: -

Pre-warning

1. Each child will start every lesson on the green board. If they are silly or disrespectful in any way, they will receive a warning.
2. If the child continues to misbehave, their name would be moved down to the amber board. Once here, they would then move to a different place within the classroom for a short amount of time.
3. If the same inappropriate behaviour is repeated during a session, then the child will be sent to another classroom with work to complete.
4. If the behaviour was in serious breach of the school's Behaviour and Discipline Policy then the child would be moved straight to Red. At this point, parents would be notified

However all children will always start afresh on green at the beginning of the next session.

The safety of the children in our care is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and may remove the child from taking part. If a child threatens, hurts or bullies another child, the class teacher records

the incident, deals with it as above and the child receives a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. (Parents are often involved before this stage as staff aim to have an open informal communication with parents about any concerns)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Our staff understand that prejudicial behaviour can be a factor in radicalisation and extremism so will act appropriately in those circumstances.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to build confidence and a feeling of self-worth. At every step of their learning- from the choice of topics covered to the review and assessment upon completion- children are involved engaged and fully responsible.

Through consultation, children also agreed on the attributes that they believe make a Chester Blue Coat Star these include being positive, resilient, tenacious, independent and trustworthy.

Playtimes and Lunchtimes

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. Playground Leaders- chosen for Leadership Skills displayed- are responsible for designing games and activities, with the focus on co-operative play, good communication and teamwork. We also have a system of Y6 Playtime Buddies to support younger pupils and help them to make sensible choices with their chosen games and activities.

If issues between children arise, the emphasis is on peaceful problem solving and peer resolution; children- with support initially- attempting to understand the roots of conflict and to consider how talking the situation through can lead to a resolution of the disagreement. Once this has been achieved, it provides the children with an increased sense of responsibility; demonstrating the independence expected throughout the school.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, to be set out in the home-school agreement. We try to build a

supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

The Headteacher, or Senior Leader in his absence, has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher, or Senior Leader in his absence, excludes a child, parents are informed immediately, giving reasons for the exclusion. The Headteacher makes it clear to the parents in a letter that they can, if they wish, appeal against the decision to the Governing Body immediately by writing to the Chair of Governors. In the letter the school informs the parents how to make any such appeal. The Headteacher informs the LA and consults with the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. If a parent appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents. Whilst the governing body committee has no power to direct reinstatement, they must consider any representations parents make and may place a copy of their findings on the child's school record.

Review

This Policy will be reviewed annually and approved by the Headteacher. It may, however, be reviewed earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Approved by Governors:

Review date -Autumn 2018