

Carddyke Federation



Working together with God's help we can all achieve great things...

Mrs. Mary King's Church of England School Behaviour & Discipline Policy

Agreed / Last Updated: November 2020

Signed Andrew Sewell Headteacher

Signed Rev Steve Holt Chair of Governors

Review: November 2021

Aims

- 1) To promote a consistent approach so that everybody in the school community is aware of the expectations.
- 2) To provide a positive working environment.
- 3) To foster mutual respect and awareness of each other's needs.
- 4) To reflect a Christian ethos of forgiveness, justice and care.

Philosophy:

Our school mission statement says that by '**working together with God's help we can all achieve great things**'. We believe that the way we care for children and manage their behaviour should embody this in day to day school life. We believe that even in the most difficult and trying situations we should hold onto the idea that we can all make positive change through our actions.

We aim to create a safe, secure environment in which children and adults feel free to relate to each other in a relaxed, friendly, civilised way. Safe in the knowledge that they are valued and respected, and will be listened to, and responded to, with courtesy. We cannot expect children to know instinctively how to behave: example is vitally important.

Some children may not be aware that they are behaving in a way, which is regarded as unacceptable by other children and adults. They will need to be told, sensitively, that their behaviour is inappropriate, and helped to change. We need to be aware of possible cultural differences. The whole school team:- staff, helpers, parents, Governors and children, share in the responsibility of creating a school environment where the above aims can be realised.

The physical environment is important, as we seek to surround the children with a clean, warm, well-maintained and organised school. Active steps will be taken to involve children in the creation and maintenance of that environment. The emotional environment is important as we seek to develop a caring relationship with them, helping them to develop good work and play relationships with adults and their peer group. We encourage a positive view of life and learning, seeking to praise and reward whenever appropriate. We also give the children the opportunity to exercise responsibility.

The active support of parents is vital for the establishment and maintenance of good discipline. In any situation where we are concerned about behaviour we will always act 'sooner rather than later' and parents will therefore be informed about poor behaviour at an early stage.

Similarly, we would seek to encourage parents to come to us with any worries they have regarding their child's behaviour. We feel that it is better to know of any worries early and at first-hand rather than letting a build-up occur.

Methodology:

Class rules to be defined with the children on an annual basis.

The class rules will be visible in the classroom and be referred to on a regular basis. Rewards and sanctions will be made clear to all concerned.

Regular Circle Time is used as a way of encouraging the children to reflect on and to verbalise their feelings and to seek solutions to problems.

Good behaviour is encouraged by a well cared for environment and a well-ordered, positive learning experience. The staff therefore;

- set clear expectations for children's behaviour,
- encourage children to set their own goals and maintain a sense of responsibility,
- establish consistent procedures,
- handle any challenging behaviour quickly and calmly so that it does not encourage others,
- provide rewards through suitable comments and encouragement.
- We promote good behaviour through values and encourage the children to resolve conflict through forgiveness and saying sorry.

All teachers and support staff are able to exercise their own experienced judgements as to the form of their response to disruptive and anti-social behaviour, whether it is in the classroom or outside, but in exercising their judgement they will have regard to the general principles of the school. There is a place for both a private and a public reprimand, preferably at the time of the incident or at least soon afterwards so that the reprimand is both effective and meaningful. The aim of any reprimand is to achieve immediate good order for the benefit of others. Teachers and support staff will guard against over reaction, as this can lead to an escalation. Above all, the reprimand must be fair to those concerned. The humiliation and degrading of children must **always** be

avoided. Punishment of whole groups for individual acts will, if possible, be avoided. Any ringleaders should be identified and dealt with separately.

School Rules

- **Be safe**
- **Be a respectful**
- **Be a friend**
- **Be the best you can be**

Types of Unacceptable Behaviour

The following are unacceptable forms of behaviour in our school:

Foul or Abusive Language

This includes comments about a child's ability, disability, appearance and remarks about a child's parents or family. Obscenities, swearing, blasphemy, racist or sexist remarks are also unacceptable language.

Acts of Personal Abuse

Any attempt to cause physical/emotional pain or embarrassment, play fighting, violent games, bullying and cyber bullying (see separate section), injuring others, kissing, touching or rude behaviour, deliberately inciting others to act in an abusive way towards others.

Disobedience

Deliberate and sustained disobedience towards adults, a reluctance to conform, disruptive behaviour preventing other children within the class from working properly. Refusal to follow instructions.

Theft

Taking of property without the permission of the owner.

Damage to Property

Destruction or damage of possessions belonging to others, including wilful breaking or defacing of school property and equipment.

Dangerous Behaviour

Play fighting, wrestling, throwing objects, pushing through doors, tripping others up or any behaviour which could cause injury to another child or adult.

Inconsiderate and Disruptive Behaviour

This is lying or acting in a way which needs investigation by a member of staff and which wastes an unreasonable amount of time.

Covid 19

- Children are expected to wash their hands regularly throughout the school day: on entering school, before eating and after toileting.
- Children must follow rules about who they are able to socialize within school and not compromise the group / 'bubble' separation.
- Children will not enter communal school spaces without supervision and specific instruction
- Children will be expected to cover their mouth if they cough, sneeze into a tissue or their elbow / sleeve. They are encouraged to ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Children must tell an adult if they are experiencing symptoms of coronavirus
- Children must attempt to follow 2m social distancing rules within school and on the playground
- Children must not use other children's equipment or tough property such as lunch boxes.
- Children may only use the toilet designated to their group.
- Children must not spit or cough on any other person.
- Children must follow rules they are given to them regarding the use of equipment outside.
- Children must not bring toys or personal items into school other than those permitted.
- Children must not maliciously feign symptoms and cause deliberate distress to any other person

Emphasising good Behaviour

We believe that adults behavior towards children is key in modelling good behavior. Our principles follow those described by Paul Dix in his book *When Adults Change Everything Changes*.

Each class will have a recognition board where current specific behavioral and learning targets are displayed. When children meet targets they are rewarded by their name being added to the board. Boards are refreshed on a daily or weekly basis depending upon the age and needs of the class.

Children receive a range of certificates and awards linked to behavior and learning targets in celebration assembly weekly.

Staff are asked to be 'bothered' about the behavior they see around school and place as much emphasis on the positive behavior they see as the negative.

Responses to undesirable Behaviour:

Staff will be fair and consistent in their reactions to children who may exhibit aspects of undesirable behaviour.

It will be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child.

The imposition of a sanction is not based on the tolerance level of a teacher being exceeded but because the child has broken an agreed rule.

Responses to undesirable behaviour are as economic as possible. A stern look is often sufficient. Unless there is a very good reason, staff should not shout at children; this is not a suitable way to apply discipline in our schools.

Sanctions are applied in an appropriate and consistent manner. Pupils may initially loose 'golden time', beyond this they may be denied part of their break or lunchtimes for a reasonable period of time.

Pupils **must not** be denied access to specific areas of the curriculum.

It may be appropriate for a pupil to be given 'time out'. 'This may be within the classroom, just outside the classroom, or with another teacher for a while. Pupils will not be placed outside of the classroom in an unsupervised situation.

What we will do if a child misbehaves:

- we will ask them to stop misbehaving.
- where necessary we will discuss incidents with the children involved in order to establish the facts.
- where possible we will encourage children to try to resolve disagreements themselves.
- we will encourage children to take responsibility for their own behaviour.
- If appropriate staff will discuss the incident with parents at the earliest opportunity.

Repeated or persistent misbehaviour

Classroom/Playground Stages:

If a child is misbehaving we will:

- 1: Ask them to stop
If the behaviour continues we will
- 2: Ask them to stop, pointing out effect on other children.
If the behaviour continues we will
- 3: Ask them to stop, giving indication of sanction to be imposed.
If the behaviour continues we will
- 4: Move them to another part of the classroom for “time out” (if on playground, time out is spent standing by an adult on duty)
If the behaviour continues we will:
- 5: Remind them of next sanction to be imposed.
If the behaviour continues we will:
- 6: Loss of privileges e.g. Playtime,
If the behaviour continues we will:
- 7: Time out, out of the classroom/playground.
- 8: Internal exclusion
- 9: Fixed Term exclusion

Lunchtime Playground Procedures

Lunchtime staff are in a subtly different position from other staff in that they are only in contact with the children for a short time and not in a position to follow up behaviour issues in school time, deal with parents etc. Therefore, they will follow the following procedures:-

- a) Follow the above hierarchy down to number 3.
- b) At stage 4, the child should take time out by standing by one of the lunchtime staff for a short period of time e.g. until they have calmed down or apologised. At the end of lunch time, the incident should be logged in the behaviour log provided so that any persistent misbehaviour patterns can be monitored by the teachers.
- c) If behaviour is persistent or serious enough to go beyond stage 5, report the incident to the class teacher at the end of lunch time - or immediately if it is an urgent Health and Safety issue. The teacher will progress the issue beyond stage 5.

Stages of discipline:

If, after application of the above stages, challenging behaviour continues, the following stages will apply:

1. Withdrawal of privileges
2. “Time out” — within classroom, outside classroom, in another classroom.
3. Involvement of Head.
4. Informal contact with parents, usually via class teacher.
5. Formal contact with parent – Head and teacher.
6. Parentally supported ‘reflective time’ after school

7. Exclusion: internal, temporary/permanent.

NB: A child may be excluded by the Head teacher for any of the following reasons:
Bringing into school undesirable substances- i.e. controlled drugs. alcohol. cigarettes.
Bringing into school an offensive weapon-e.g. knives, blades etc.
Attacks on pupils, staff or visitors, physical or verbal by pupils or families.
Persistent bullying or disruptive behaviour.
The exclusion procedure is laid out in the schools' administration handbook pages 46-54.

Special Educational Needs

When children have repeated problems with challenging behaviour placing of these children on the special needs register is considered.
Children who have recognised emotional and behavioural problems will need extra consideration but this does not mean that behaviour which would not be tolerated from other children will be allowed. This particularly applies to any aggressive, disruptive or insolent behaviour.
It may be necessary to draw up a 'behaviour plan' for some children. This will be done in consultation with the parents and involve external advice if appropriate. Any such plan must be in keeping with the school and class reward and sanction systems. It is important that for this small group of children that full records of incidents are kept, in order that problem areas or times of day can be pinpointed and action taken to ameliorate them.

Where a serious behavioural incident takes place which would normally warrant an exclusion, permanent or fixed term; then considerations should be taken of how the child's identified SEND needs are being met. Where clear opportunities to de escalate or manage a situation have been overlooked or agreed plans not followed, then these factors may indicate that the school is partially responsible for a resulting incident. In these circumstances it may not be appropriate to exclude on all occasions but the final decision rests with the Headteacher. Ultimately the health and safety of other children should be paramount.

Equal Opportunities

Equal Opportunities are at the heart of this policy. All children are regarded with the same consideration whatever their sex, intellectual or physical ability, social, religious and cultural background or race. They are entitled to identification of their individual needs and to positive strategies to meet those needs.

Bullying

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, racist or sexist
- indirect – spreading nasty stories about someone, excluding someone from social groups, deliberate ignoring.

(More detailed definitions are contained within the schools anti bullying policy)

As isolated or infrequent incidents these forms of behaviour are unacceptable but they would not be classed as bullying unless they were repeated on several occasions in a relatively short space of time by the same child or group of children.

Teachers and supervisory staff should always be particularly vigilant at playtimes, observing the children at play, intervening where necessary to prevent or deal with unacceptable behaviour, talking to any child who appears to be alone and praising “good behaviour”. Any member of staff on duty should actively patrol all playground areas.

The curriculum and circle time will be used to raise awareness of bullying behaviour, as well as R.E. and assemblies. We aim to promote values that reject bullying behaviour. Any bullying behaviour that comes to light will be dealt with swiftly by the Headteacher using the guidelines in the anti bullying policy.

Monitoring and Review

All involved parties have a responsibility to monitor and support the implementation of this policy. Suggestions for changes may be made at any time and may be incorporated through the addition of appendices. Both staff and Governors will review the policy on a yearly basis.