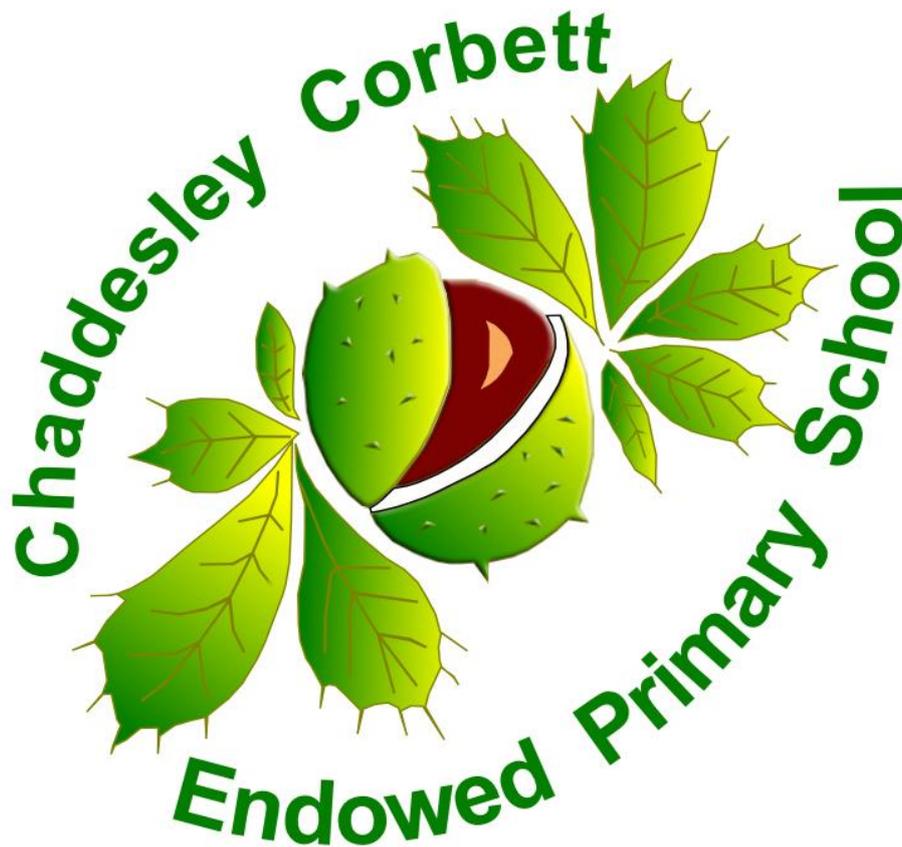


CHADDESLEY CORBETT ENDOWED PRIMARY SCHOOL



BEHAVIOUR AND DISCIPLINE POLICY

Approved by the Governing Body on: 20/09/2018

Version 7- 20/09/18

Definition

This policy sets out the expectations of behaviour at Chaddesley Corbett Endowed Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

Aims

- To promote a positive ethos and climate in the school
- To create a consistent environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem through success, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment, where everyone feels happy, safe and secure.

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. We encourage and support all children to take responsibility for their own actions, giving clear guidance and rewards to improve behaviour and manners. This complements the school Personal, Social and Health Education policy of the school.

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.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the

extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Awards and praise used by staff:

- 1) Verbal praise
- 2) The use of the zone board
- 3) Stickers at home time related to the zone board
- 4) House points related to the zone board or sporting achievements
- 5) Star charts linked to learning behaviour aiming for a super prize of a book of their choice.
- 6) Praise assembly on Fridays (individual certificates).
- 7) Stickers for good behaviour at lunchtimes awarded by lunchtime supervisors.
- 8) Special stickers from the head teacher for individual achievements.
- 9) Chads (our school currency) awarded for whole class attendance and behaviour.

Rules and Procedures

We have adopted a set of rules which are the same throughout the school. In order to be successful at Chaddesley Corbett Endowed Primary school the children are encouraged to stick to the following set of rules:

- Be polite and respectful
- Be honest and caring
- Always try your best
- Look after property
- Move around the school quietly and sensibly

We use zone boards in school to reward children when they follow the school rules. Every child begins the day in green on the zone board and will remain there by following the rules. If a member of staff feels that any children are making a particular effort they can move up on the zone board. Silver and gold behaviour is rewarded with stickers and a gold counts as a house point. After collecting ten gold awards the child receives a special certificate in assembly. For an achievement of fifty gold awards a child will receive a school pencil case and for one hundred gold awards a larger prize will be presented to the child. If a child reaches two hundred golds, they will be deemed an ambassador for the school and be presented with a green school jumper. This will show their ambassador status. They will no longer be governed by the zone board.

If children do not apply the rules then a warning is issued by moving the child into orange on the zone board. If there is no improvement in behaviour the child would be moved

to red and would spend some time at the 'parking table'. For any display of physical violence towards another pupil or member of staff, a child moves directly to red regardless of their previous position on the Zone board. Additionally they will follow the list of sanctions in Appendix I.

If a child visits red twice in one day a red letter is sent home (see attached Zone board Guide for more information). Every teacher keeps a record of the red letters that are sent home. For a third time in red, a child will spend the rest of that session either in the Headteacher's office, Deputy Headteacher's Office, Group Rooms. All of these rooms have been approved during a Local Authority 'School Time Out / Seclusion Audit.

There are occasions when some children will regularly spend time out of the classroom in order to calm down and think about their behaviour. In these cases children will have their own personal behaviour plans where consistent procedures are followed in order for the child to return to class and make the right choices about their behaviour. A book is kept to record any times when children have been excluded from the classroom for a significant amount of time. 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.

Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- Give clear choice and consequence options
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be *consistently* applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying physical or verbal, deliberate injury or attempted injury, stealing and truancy. Such incidents should always be reported to the Head teacher and could result in fixed term exclusion or in extreme cases a permanent exclusion. Serious incidences of deliberate physical or verbal aggression will be dealt with in a clear and consistent way. Appendix I shows a table of rare misdemeanours and their punishments. All exclusions follow County procedures.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff in our school only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Named members of staff have received Team Teach training on Positive Handling Intervention. The strategies used are a last resort, when all other strategies to de-escalate the situation have proved ineffective. All incidents which involve the use of Positive Intervention Handling are recorded.

E Safety

The school will clearly define what is classed as inappropriate behaviour in the Acceptable Use Agreement, ensuring all pupils and staff members are aware of what behaviour is expected of them. Inappropriate activities are discussed and the reasoning behind prohibiting activities due to e-safety are explained to pupils as part of the curriculum in order to promote responsible internet use.

Misuse by pupils:

Teachers have the power to discipline pupils who engage in misbehaviour with regards to internet use. Any instances of misuse should be immediately reported to a member of staff, who will then report this to the headteacher, using a complaints form. Any pupil who does not adhere to the rules outlined in our Acceptable Use Agreement and is found to be wilfully misusing the internet, will have a letter sent to their parents explaining the reason for suspending their internet use.

Members of staff may decide to issue other forms of disciplinary action to a pupil upon the misuse of the internet. This will be discussed with the headteacher and will be issued once the pupil is on the school premises.

Complaints of a child protection nature, such as when a pupil is found to be accessing extremist material, shall be dealt with in accordance with our Safeguarding Policy.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

It is the responsibility of the class teacher and learning assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers and learning assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher and learning assistants treat each child fairly and enforce the classroom code consistently. The teacher and learning assistants treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher / teaching assistant deals with incidents him/herself in the normal manner. All teachers are responsible for dealing with incidents in and around school. If in doubt, they can refer to senior management team, SENDCo and ultimately to the Head.

If a member of staff witnesses pupil misbehaviour outside school (including bullying), particularly if taking part in an activity organised by the school, wearing school uniform or travelling to and from school and this could affect the reputation of the school, poses a threat to another pupil or member of the public or could have repercussions for the orderly running of the school: they have the power to discipline the pupil once the pupil has returned to school, in line with the list of sanctions stated in appendix I

The role of the lunchtime supervisor

It is the responsibility of lunchtime supervisors to ensure that the school rules are applied during the lunchtime period, and that the children in their care behave in a safe and responsible manner.

The lunchtime supervisors in our school have high expectations of the children in terms of behaviour, and they strive to support children in maintaining these standards through engaging in positive play activities, either outside or in the classroom, and promoting a calm and sociable eating environment.

The lunchtime supervisors treat each child fairly and enforce the lunchtime code consistently. The lunchtime supervisors treat all children in the school with respect and understanding.

If a child misbehaves, the lunchtime supervisor deals with the incident in the normal manner, by intervening and re-directing, or by a short period of close supervision if necessary. However, if misbehaviour continues then the child will be referred to a senior member of staff.

The role of administrative and site staff

Administrative and Site staff have an important role in helping to reinforce the expectations of school in terms of behaviour and may intervene where they see children who are not following the school's code of conduct.

Administrative and Site staff treat each child fairly and treat all children in the school with respect and understanding.

Administrative and Site staff may reward children who have been particularly helpful by asking the child to move themselves up the zone board.

Role of the Head

It is the responsibility of the head teacher 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 head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour, of bullying and racist or discriminatory behaviour and has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the home school agreement, and we expect parents to read these and support them.

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. Likewise we will inform parents of excellent behaviour and invite them to Praise assembly.

If the school has to use reasonable sanctions to discipline a child it is essential that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, then the Head. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

The Governors should follow the normal grievance procedure in cases of complaint.

Monitoring

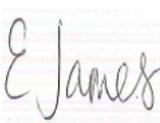
The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy, and the principles of behaviour that guide the policy, every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: -  Date: - ...20/09/18.....

Review date: - Autumn 2021

Appendix I

Consequences for poor choices in behaviour

Behaviour	Once in a half term	3 rd time in a half term	More than 3 times in a half term
Swearing	Staff to talk to child about poor choice of words and effect on others	Write an explanation why swearing can upset others	Repeated use will result in parents being informed & HT/DT
Verbal abuse/stealing	Write a letter of apology	Write how you would show you will demonstrate the school's core values Inform Phase	Extra work for 2 lunch times Inform parents & HT/DH
Threatening behaviour	Write how you would show you will demonstrate the school's core values Inform HT/DT	Extra work for 2 lunch times	Exclusion from breaks and lunch times for a week Inform parents
Pushing/shoving	Extra work for 2 lunch times	Exclusion from breaks and lunch times for a week Inform parents Inform HT/DT	One day internal exclusion Inform parents
Kicking, punching, holding around the neck	Exclusion from breaks and lunch times for a week Inform parents Inform HT/DT	One day internal exclusion Inform parents	One day exclusion from school Inform parents
Sexual harassment	Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.		

- The above is a guide, final decision will be made by senior leaders.
- If child has already been on red the above will result in parents being informed earlier than indicated.
- Follow individual behaviour plan if a child is on a PSP
- Sometimes these actions are symptomatic to an underlining issue always be aware of this and seek advice if required
- Very aggressive behaviour will require individual action