

REDCOURT ST ANSELM'S



POLICY FOR WHOLE SCHOOL BEHAVIOUR

[Including EYFS, KS1 and KS2,
Before and After School Care]

Review Date: October 2018

R Jones
September 2017

**This policy has been produced in consultation with the
Governors and Staff at Redcourt in reference to
our Mission Statement:**

“Growing Together in God’s Love”

References

0-25 SEND Code of Practice 2014
KCSiE 2016 Part 1 including Annex A
Equality Act 2010
DfE Guidance Behaviour and Discipline in Schools 2016
DfE Guidance ‘Preventing and Tackling Bullying’
DfE ‘Ensuring good behaviour in Schools’
DfE ‘Use of reasonable force’
Independent Schools Standards Regulations 2017
CTSA 2015
Children and Families Act 2014
Guidance for safer working practice for adults working with children and young people in
education settings 2015
Education Act 2002, 2011
Early Years Framework 2017
Working Together 2017

Please read this policy with reference to:

School Mission Statement Document
Reaching Out – Essentials of an Edmund Rice Education
Staff Handbook
SEN-LDD and Inclusion Policy
E Safety Policy
Social Networking Policy
School Visits Policy
A Summary of Good for Child Protection and Safeguarding Document
Child Protection and Safeguarding Policy
Anti Biting Policy
PHSEE+C Scheme of Work
Anti Bullying Policy
Religious Education Policy
Equality Opportunities Policy (Part 1)
Race Equality Policy
Cameras and Recording Devices Policy
Policy for Supply
Induction of Newly Appointed Staff
Induction of Newly Qualified Teachers
Safer Recruitment Policy

EYFS Curriculum Policy
Mobile Phones in School Policy
Spiritual, Moral, Spiritual and Cultural Development Policy
Staff and Parent Communications Policy
Health and Safety Policy
Whistle Blowing – Raising Reasonable Concerns about Professional Malpractice Policy

Redcourt St Anselm's seeks to promote fundamental British values at every opportunity having due regard for the need to prevent people being drawn into radicalisation and terrorism.

MISSION STATEMENT

In order to fulfil these aims it is necessary to have clear guidelines within a Behaviour Policy. The school is under a duty to produce and maintain this discipline and behaviour policy by s.89 Education and Inspections Act 2006 and the Independent Schools Standards Regulations 2010.

In addition to setting out rewards and sanctions, behaviour strategy and the teaching of good behaviour the school recognises its responsibilities in relation to:-

1. Duties under the Equality Act 2010 and 0-25 SEND Code of Practice 2014 including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils;
2. Support systems for pupils;
3. Liaison with parents and other agencies;
4. Managing pupils' transition;
5. Disciplinary action against pupils who are found to have made malicious accusations against staff.

This policy applies equally to the EYFS and the before and after school provision. The policy has regard to DfE Guidance 2016 Behaviour and Discipline in Schools and the school's duties under the Equality Act 2010 and DfE Guidance 'Preventing and Tackling Bullying'. DfE 'Ensuring good behaviour in schools'. DfE 'Use of reasonable force'. "Prevent duty guidance" www.gov.uk.

STATEMENT OF INTENT

At Redcourt School, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed; but orderly, atmosphere. All pupils should care for and support each other.

Redcourt School prides itself on its respect and mutual tolerance. Parent/guardians have an important role in supporting Redcourt School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

ROLE OF DISCIPLINE

Good discipline is a vital part of school life. It is necessary both for pupils to be able to learn, and for their safety and well-being.

Effective discipline is an important part of personal and social development, and has a positive influence on pupil-teacher relationships. It enhances the quality of learning in a school.

A whole school policy needs to be formalised in order that procedures can be readily followed. This statement is to be taken in conjunction with guidelines in the Staff Handbook and the Information to New Parents Booklet. Staff need to apply any policy with a consistent approach if it is to be effective.

Our ground rules:

- All pupils have a right to learn
- All teachers have a right to teach
- Everybody has a right to fair treatment
- Everybody has a right to safety
- It is the responsibility of all of us to make sure that we behave in a way that means that everybody can enjoy these rights.

The vast majority of pupils respond to kindness and encouragement. We should try to be positive and highlight good behaviour. All sanctions are only useful if used sparingly. Their deterrent effect is reduced if over-used.

ROLE OF THE TEACHER

If we are having difficulties with behaviour, it is often worth teachers reflecting on their own teaching and shortfalls, before being critical of the children.

Behaviour is recognised as a form of communication. It is the role of the teacher to observe, reflect and respond to habitual inappropriate behaviour by means of an intervention plan which they may develop with the support of the SENCO.

IMPLEMENTATION

Good behaviour should be encouraged in class, on the playground, in the dining room, around school and in extra-curricular activities. Through praise and reward the children's good behaviour should be acknowledged.

All staff are responsible for the discipline of their own class and of any children they come into contact with during the school day.

Any serious incidents should be reported immediately to the Head. Minor incidents can be dealt with by the teacher concerned but persistent offenders, or incidents requiring a further investigation, should be reported to the KS Team Leader or Senior Teacher who is responsible for routine discipline.

Sanctions (if necessary) will vary according to the incident and the age of the child but we should always aim, through discussion, to make the offender realise the consequences of their actions. When another child has been hurt/offended they should be made aware of the upset they have caused.

- 1 Walk around school quietly
- 2 Hold the banister on the stairs
- 3 Always walk on the stairs
- 4 Give way to staff and visitors
- 5 Keep classrooms and cloakrooms tidy
- 6 Return books and equipment to the correct areas
- 7 Put litter in the bins and keep school tidy
- 8 Remain with teacher on duty
- 9 Ask permission to come into school during playtimes and lunchtimes Treat everyone with respect
- 10 Respect other people's property
- 11 Be polite and courteous to everyone.

As a school we will promote self-discipline and encourage pupils to be respectful of all around them.

All teachers and staff should have consistent expectations about the way pupils should behave. A key ingredient of good discipline is a positive pupil-teacher relationship. Staff can sustain a school's discipline policy by accepting responsibility for pupil behaviour outside, as well as inside the classroom and by accepting responsibility for all pupils, not just their particular class. Most importantly, there should be common standards of discipline (punctuality, lining up procedures and movement to and from classrooms), and common strategies for dealing with problems as they arise.

DO ALL YOU CAN TO AVOID:

- humiliating
- shouting
- over-reacting
- blanket punishments
- over-punishments
- sarcasm
- sending children out of class
- issuing vague instructions
- being inconsistent
- it breeds resentment
- it diminishes you
- the problems will grow
- the innocent will resent them
- keep your powder dry, never punish what you can't prove
- it damages you!
- especially if unsupervised
- be specific
- children need to know where they stand

The school has a clearly defined School Mission Statement. All pupils in the school should follow the Code of Conduct. This is on display in each classroom.

Any member of staff who identifies a pupil as failing to adhere to the school's Code of Conduct has a responsibility to draw the child's attention to this fact.

Any incident giving rise to concern should be recorded on an Incident Form and pass on to Miss Jones.

All pupils following the Code of Conduct implicitly follow the Redcourt - St Anselm's Anti-Bullying Policy.

All claims involving physical contact or verbal abuse must be investigated by the adult-in-charge.

In addition to information regarding domestic circumstances any conversation between a member of staff and the pupil's parent/guardian on matters of behaviour must be recorded on the Incident Form. Where possible these interviews should be minuted and a formal appointment made and recorded in the school diary.

The following types of behaviour should be immediately recorded in the Behaviour Incident Book

Biting	Bad Language
Hitting	Theft
Kicking	Bullying
Name-calling	Engagement in ideology
Threats of intent to harm	

PARENTAL INPUT

The vast majority of parents are interested in their children's education and are supportive of the school's aims in promoting good discipline amongst its pupils. Parents and teachers are key partners in education, and good communication and co-operation between the two is essential. Parents are therefore advised to bring any concerns to the attention of staff immediately. Respect for the authority of the school and its representatives is expected from parents who choose to send their children to Redcourt.

RULES AND CODE OF CONDUCT

Rules must lie at the heart of the school's discipline policy. The rules are the means of introducing parents and pupils to what the school considers to be important. The rules shall be framed in a positive way and in simple straightforward language that the children can understand. They should be reviewed regularly.

The Code of Conduct will be the agreed format for the day-to-day transmission of the rules. It will be phrased in language the children can understand. The Code of Conduct will be displayed in every classroom. The Code of Conduct will be discussed regularly with the children by the Class Teacher, House Leaders and the Head.

REWARDS AND SANCTIONS

1. Rewards

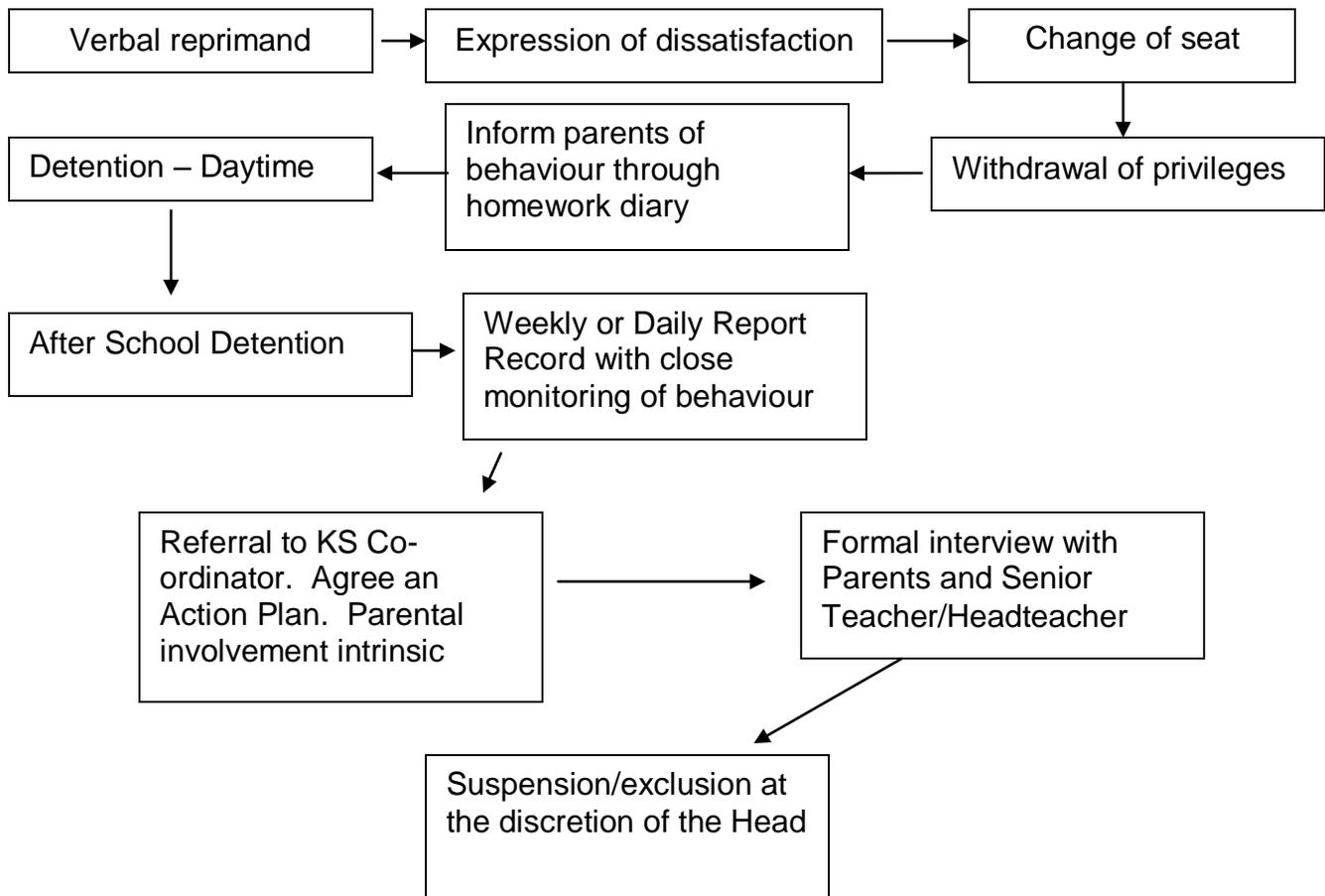
Children should be encouraged at all times to follow the Code of Conduct. They should be congratulated and rewarded when they do. The school's Commendation and House Points System is our current way of promoting this aim. Other ways include:-

- Weekly Achievement Assembly
- Social Rewards
- Smiles, opportunities to sit with friends, showing work to other teachers or Headteacher
- Activity Rewards
- Free choice, extra five minutes break. This, of course, must be an activity they like
- Token Rewards
- Stickers, badges, medal for the day etc

2. Sanctions and Procedures

Consistency with sanctions is vitally important.

Sanctions could consist of the following:-



Very rarely do we need to go beyond Step 3. The behaviour of most of our pupils is very good. We need to keep the issue of behaviour in perspective and try and work positively with the minority of pupils who misbehave.

The Headteacher should be informed of any serious breaches of conduct. Serious breaches of conduct may involve:-

- repeated verbal or physical abuse of another
- repeated bad language
- theft

Where a serious incident has occurred or is alleged to have occurred, the Head may seek to involve the parents of those concerned.

The Head will deal with serious breaches directly - particularly when a matter is brought to their attention which seems to have been going on for some time and where the strategies above have been applied. The Headteacher's decisions on discipline may result in the temporary or permanent exclusion of the child. In the event of permanent exclusion only do parents have recourse to the Governing Body of the school.

N.B Any form of corporal punishment is illegal and not acceptable at Redcourt. The school does not use corporal punishment.

Pupils with Special Behavioural Needs

The school recognises that for some pupils on the SEN-LDD register, behaviour issues are part of the pupil's Personal Care Plan or Behavioural Plan (PCP or IBP). The school seeks to be inclusive and will, when necessary, take advice from outside agencies and professionals in order to support pupils appropriately. For some pupils, this may also include a formal assessment by a Child Psychologist or Community Paediatrician.

Physical Restraint

There are circumstances in which staff may restrain a pupil with proportionate force e.g. if it is likely that the pupil's behaviour will result in injury to himself / herself or others, destroying property or to prevent a pupil committing an offence. Where a child is in danger of hurting themselves or others. In order to avert immediate danger or injury. Any such instances will be recorded, in the Record of Physical Intervention and also where necessary in the Record of Sanctions. The Headteacher will be informed and the incident reported to parents immediately.

OUR CODE OF CONDUCT

Respect other people and their belongings

Always try your best

Play together with care and kindness

Be polite, helpful and share with others

Be honest and truthful

Take care of your school

Always be ready to listen

Early Years Behaviour Guidelines

In EYFS we attach great importance to teaching the children acceptable behaviour as reflected in our Code of Conduct which children and parents are asked to sign.

Code of Conduct

Respect other people and their belongings

Always do your best

Play together with care and kindness

Be polite, helpful and share with others

Be honest and truthful

Take care of your school

Always be ready to listen

This is a practical out working of the school mission statement

“Growing together in God’s Love”

In FS1 this is summarised and simplified as

Kind hands

Kind feet

Kind words

Kind thinking

Watching eyes

Listening ears

Please help your child to become aware of these principles in their relationships at home – with you as parents, with brothers, sisters, grandparent etc and with friends and neighbours. At age 3 children are usually able to start developing an understanding that their behaviour impacts on other people, and to being aware of consequences of their actions.

It is especially important that there is consistency in approach - for example if a child is looked after regularly by other family members, or where a child’s time is spent between 2 homes and families Please speak to staff if you have any questions.

Behaviour Strategies and Discipline Procedure

In Foundation Stage we strive to create a positive atmosphere which encourages and rewards good. This is done by using positive language rather than negative when possible

e.g. “I’d like you to...”, “Let’s do..”, “Come and ...”, “When you have ...then you can...” etc. rather than “Don’t do ...”, “Stop doing...” etc.

We reinforce and reward on good behaviour in a variety of ways – non-verbal – smiles, looks of approval, thumbs up etc; verbal – positive remarks and praise, - both individual and in front of others; stickers; stamps; smiley faces on work, hands etc.; comments in books to share with parents/carers; star of the week; leadership; responsibilities etc.; house points and certificates for FS2.

Behaviour is recognised as a form of communication. Staff will endeavour to understand what the child is communicating by their behaviour.

Negative behaviour is addressed in a similar, staged, manner, starting with

Stage 1 - a look or gesture; saying child's name; distraction; calling the child to do something else; having a quiet word about consequences of actions etc.

Stage 2 - Removing child from the activity; removal of child for "thinking time". – (following this an adult will help the child to think about what went wrong and how to make things better). Usually these strategies deal with most day to day issues and the matter is considered dealt with, without involving parents. On occasion, the rest of the class may be removed from the situation for their benefit or safety.

Sometimes a child does not respond to these strategies and adult intervention is needed.

Stage 3 - spending "time out" for a few minutes usually 1 or 2 minutes per year of age; spending time sitting beside an adult or walking beside adult if outside; spending time in another class or with another teacher/Headteacher (for older children).

Parents will be informed if stage 3 is reached. If a particular behaviour issue keeps recurring staff will talk with parents and a shared strategy discussed.

Stage 4 - when appropriate, advice from senior staff, SENCO, LEA EYIO (Early Years Intervention Officer) is sought, with involvement of parents.

Children are always supported in apologising, or remedying a situation, and helped to see the other point of view/consequences.

Behaviour is also addressed in a whole group/small group through stories, role play, puppets, The Way, The Truth and The Life RE Scheme topics. Often the children also address issues by telling others what is / is not acceptable from their own learning/experience – this can be very effective!

NB Any form of corporal punishment is illegal and not acceptable at Redcourt.