

BEHAVIOUR POLICY (including DISCIPLINE and BULLYING)

Introduction

At the heart of this policy lie the principles and values the school tries to promote for each child. These are summarised in two of the school's aims, as follows:

Self esteem. We aim that each child should leave us as a confident, articulate and self-disciplined individual, equipped to go out and meet the challenges of life.

Responsibilities to others. We aim to help each child develop as a caring, responsible and tolerant member of society; caring and responsible towards other people and towards our environment.'

These values underpin the pastoral side of the school's work. They are clearly articulated to parents in the school prospectus.

The school has a clear set of expectations with regard to pupil behaviour. These are based on the values and principles outlined above.

The purpose of this policy is to ensure that the school has a clear and co-ordinated approach to pupil behaviour, to ensure that each child is helped to meet our expectations.

To be effective this policy must

- a) be clearly understood by pupils, parents and all school staff, and
- b) be implemented by all members of the school community

School Conduct Code

The school code of conduct is based upon our TIS approach which permeates throughout school life. There is also a strong sense of morality which is upheld by all staff and children. There is a staff code as well as an expectation of the pupils.

Whole School Approach

We believe in a whole-school approach to behaviour which views discipline as a positive phenomenon and not just a matter of restraint, control and punishment. It is an integral

part of the culture of the school encouraging a shared sense of responsibility for standards of behaviour.

Children learn more in school than they are taught. They learn from the example provided by older children and staff, the way in which the school is run and the quality of relationships between members of the school community.

It is necessary for all persons at the school to show respect for each other.

It is important that SMC members and staff regularly reflect on the school environment and routines for movement within it; on the structure of the timetable and on the support available for staff and pupils to ensure that they facilitate good behaviour and relationships.

Children's behaviour should be enhanced by giving them responsibilities and privileges according to age. We use a variety of such privileges including 'super 6' for our Year 6 pupils.

Opportunities should be provided through the curriculum for pupils to increase their understanding of the inter-relationships between rights and responsibilities. Collective Worship, R.E., Health Education in line with the TIS Initiative, pastoral time and cross-curricular work on Citizenship can be useful starting points. (co-ordinated approach through PSHE & C/SRE whole school scheme of work)

The maintenance of discipline, the use of reward to recognise good performance and behaviour, and the use of sanctions for non-compliance with school rules or infringements of the Conduct Code are important elements of the whole school approach and the responsibility of every member of the teaching staff.

Behaviour Management

Good practice in managing behaviour includes:

- All members of staff making positive efforts to ensure good order at all times
- Setting high personal standards and modelling strong interpersonal skills
- Applying rules firmly and fairly
- Treating everyone as an individual
- Behaving consistently
- Dealing immediately and calmly with problems
- Maintaining good relationships
- Sustaining a safe, secure and supportive environment
- Extending and motivating all pupils
- Modelling and Insisting on the showing of respect for all



Rewards

Rewards are used to encourage acceptable behaviour and to acknowledge special effort and achievement.

The sequence of rewards available is:

Within the classroom -
Praise from the teacher
Sharing good work with others
Class reward e.g. sticker, dojo points, kindness tokens, class rewards

There are also awards / certificates; awarded for good work, achievement, behaviour or kindness, at the weekly collective worship.

Being sent to other teachers/the head of school / secretary to share achievement and be praised

The earning of Class rewards collectively in all classes.

Rules

Our rules are - Show respect and good manners at all times.

Care for everyone and everything.

Follow instructions with thought and care.

Teachers should determine, in discussion with children, agreed additional rules for their particular classrooms. These should be displayed or reinforced by frequent reminders.

The school rules should be discussed regularly by children and by staff. They will be kept under review and amended or revised as appropriate.

Sanctions and Punishment

The school employs a range of sanctions for teachers to use that are differentiated in response to the nature of the unacceptable behaviour.

The punishment procedure, in sequential order, is:

1. Verbal disapprovals.
2. Prohibiting privileges.
3. Loss of time at playtimes ('time in' rather than 'time out')
(If an incident occurs outside the classroom the adult should issue a verbal disapproval / issue sanction and inform the class teacher)
4. Involve the Senior Teacher / Head of School
5. Involve the Parents.
6. Involve the SMC.



7. Exclusion of pupil.

Dangerous Conduct

If a pupil is provocatively dangerous or abusive to self or others, timeout must be used. If a pupil carries out dangerous behaviour, this must be reported to a member of the SLT and pupil removed to a calm environment. At all times the pupil is informed of what is happening and why. We have a number of staff trained in the safe-handling of pupils, through the Team Teach programme. If needed, this is used in pairs. A report is logged and parents are informed. Parents/carers should be contacted at the early stage to inform and gain cooperation.

Exclusion of pupils from school

Exclusion is a sanction used by each school within the Trust, only in cases deemed as serious breaches of the School Behaviour Policy. A Fixed Term Exclusion from a school can only be authorised by the Head of School with authority from the CEO. If neither are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. A Permanent Exclusion can only be authorised by the CEO and must only be done after consultation with the Chair of Directors concerning the intention to impose this sanction, although the final decision rests with the CEO.

Please refer to the Exclusions Policy for more information.

Guidelines on the use of Punishment

Our disciplinary measures are framed with a view to promoting self-discipline and proper regard for authority, and to encouraging good behaviour.

When addressing a problem it is important to:

- avoid confrontation
- listen
- establish the facts
- separate the problem from the person
- judge only when certain.

The child/ren should be encouraged to reflect upon their behaviour, make an apology where appropriate, give a full account of the incident and give an assurance that the incident will not be repeated if at all possible. The child/ren should be encouraged to make amends.

The minimum effective punishment should be used if necessary. The misbehaviour should be clearly linked to the punishment, the child should be helped to understand how her/his actions contributed to the problem.

Pupils should be counselled as to how they should have behaved so that they may learn how to avoid future punishment.

The incident should not be pursued once the punishment has been served.

'Blanket' punishments, where a group are punished for the misdemeanours of an



individual, are unacceptable.

Bullying

We define bullying as 'a person being subjected to repeated aggressive acts over a period of time by another person or persons'. Bullying can involve physical or verbal attacks, name-calling, malicious gossip, damaging or stealing the victim's property or coercing the victim into doing something unwillingly.

Bullying is unacceptable behaviour and will not be tolerated in the school.

Prevention of Bullying

- It is important to maintain an atmosphere that renders incidences of bullying unlikely.
- Care has to be taken to ensure that the school remains a welcoming place where children are happy and relaxed, and to ensure that the children have trust and confidence in the adults working there.
- The continued observance of the behaviour policy should minimise disciplinary problems and build up children's self esteem.
- Specific measures that should be taken each year include:
 - Time slots being identified in each year for class discussions on behaviour and bullying. The necessity for the child to discuss any bullying problems in confidence with the class teacher or other trusted adult should be stressed. "Bullying" should be clearly defined with the children, they should be helped to differentiate between bullying and thoughtless unkindness, etc.
 - Opportunities should be sought to give older children an active role in caring for others.
 - Care should be taken never to stereotype people or to provide poor role models.
 - Bullying, and our attitudes towards bullies and towards victims, should be the focus of certain Collective Worship sessions.
 - The children should be regularly reminded that teachers will listen and can act in confidence.
 - Primary-secondary liaison talks should deal with the fears of Y6 children approaching transfer.

Procedure in the event of Bullying

- Upon disclosure of or staff observance of an incident of bullying, the following procedure will be initiated:



- The incident will be investigated.
- The Senior Teacher / Head of School will be informed and the incident recorded in the log of bullying incidents. The SMC / Trust SLT will then be informed.
- Following discussions, the appropriate sections of parts 7 and 8 of the policy will be used to deal with the incident as appropriate.
- Talks will be held, separately, with the parents of both bully and victim.
- The future conduct and well-being of both parties will be kept under review.
- Parents are encouraged to come and discuss any concerns they may have over bullying with the Head of School.
- Staff should be particularly sensitive to bullying based on the targeting of physical appearance which differs from a perceived norm. Similarly individuals who present with unusual behaviour or have different cultural and religious needs should not be discriminated against.
- The links between bullying and discrimination to be identified covered via our PHSE curriculum in class and in assembly, under the headings of “diversity – how we behave towards other who appear to be different from ourselves”.

Being able to manage and understand their emotions, to apply thinking between feeling and action and to increasingly show empathy and understanding to others is core to our work. This is the backdrop to our positive behaviour policy.

TIS

TIS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of the social and emotional learning that takes place at each stage supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in less-structured times like play times, which enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development. Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions to some children’s development. The TIS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions. Whether it is used age appropriately in early years, developmentally in key stage 1 and 2 or reparatively with older children TIS supports emotional and social development. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

With a programme of continuous development, our vision is for all our staff to use the TIS approach effectively to encourage pupils to increasingly self-regulate, embed strategies in social and emotional learning and make positive behaviour choices, which therefore underpin academic progress.



This policy was most recently reviewed in December 2020

This policy was approved by the School Monitoring Council

