



Behaviour and Discipline Policy

Statement on behaviour

At Twineham School we try our best in all that we do. We are polite, kind and thoughtful.

Aims

Twineham is a Church of England School and we aim to:

- Provide a broad, balanced and creative curriculum enabling all pupils to achieve and enjoy.
- Set high expectations and give every learner confidence that they can succeed.
- Develop an ethos of mutual respect and cooperation.
- Create an environment in which children feel included, secure and valued.
- Encourage independence to enable participation in the wider world.
- Promote links with the wider community and encourage respect for our diverse society.
- Celebrate the achievements of all.
- Teach and learn how to learn.

Safeguarding Statement

The safeguarding of children is paramount at Twineham. Specific policies relating to this area are kept in a file in the School Office as well as in the general policies files. All staff are required to read these policies and commit to the high regard safeguarding has at the school and fulfil all safeguarding duties. Children are to be reminded about safety and keeping themselves safe and opportunities provided in the curriculum to reinforce this will be taken.

Twineham is committed to providing equality of opportunity and there is a separate Equalities Policy which should be read alongside this policy. Reasonable adjustments to the curriculum will be made to maximise opportunities for all children to access learning and the curriculum. In school every opportunity will be taken to explore equality and the impact of discrimination

Ethos Statement

The spirit of Twineham School reflects the commitment of staff and governors to its Christian foundation; to loyalty, integrity, justice, equality, respect, courtesy and enthusiasm; and to the expectation of the highest standards from all members of the school community in all aspects of school life and beyond.

The headteacher, staff and governors are committed to working in partnership and to the expectation of strong leadership. They believe that they, together with pupils and parents, should be proud to belong to Twineham School.

Home partnership

We recognise the importance of communication and partnership with parents in promoting good behaviour. We ask parents to ensure that their child/ren have adequate sleep and respect the times of the school day, particularly being aware that supervision on the playground is from 8.30am.

Aims of this policy

We aim to:

- Create a safe and stimulating environment where all children can achieve their potential.
- Ensure that all members of the school community are treated with mutual respect, irrespective of ethnicity, social or religious background.
- Encourage children to take responsibility for their behaviour and environment as responsible citizens in the community.
- Build good personal relationships between all members of the school community, including parents.
- Use praise and sanctions consistently and constructively throughout the school.

Principles for good behaviour

The staff and children have agreed the following principles for good behaviour at school:

- We will move around school quietly and calmly.
- We will care for our school environment and equipment.
- We will not hurt others with words or actions.
- We encourage each other

Principles for good behaviour at lunchtime

The staff and children also agreed the following principles for lunch times:

- Say grace properly.
- Display good manners.
- Find a good place to sit.
- Don't put lunch boxes on children's work.
- Eat sensibly and over your lunch box.

- Eat your own food.
- Eat sandwiches first.
- Clear up your own place.
- Put lunch boxes back sensibly.

These principles will be highlighted in assemblies and discussed in class and will be reviewed regularly. Children are taught what they mean and what part they have in them. Midday meals supervisors and classroom assistants will be treated as staff and informed of the principles and will be partners in rewarding and sanctioning children. Minor infringements should be dealt with by the adult responsible at the time.

Encouraging good behaviour

- Private or public praise in class and in assemblies.
- Names on smiley board.
- Names in good work books.
- Name in Sparkly book and letter to parents.
- Use of message board.
- Positive use of the school classroom behaviour strategy chart.
- Informing parents.
- Displays.
- Special jobs or responsibilities.
- Being thanked.

Discouraging poor behaviour

School staff can discourage poor behaviour by:

- Being firm but fair.
- Clearly stating rules and expectations.
- Being consistent in the application of rules.
- Applying the behaviour strategy.
- Being vigilant.

When dealing with misdemeanours we are conscious always to maintain a child's self esteem, and that it is the behaviour that is unacceptable, never the child.

In discussion, we therefore:

- Check that the child understands why s/he is in trouble.
- Establish that s/he knows that the behaviour was unacceptable/ inappropriate.
- Explore the effect that the behaviour has on others.
- Encourage the children to think of or offer some other strategies to avoid getting into trouble in the future.

The most powerful sanction for the majority of the children is disapproval of those whose views they respect. We feel it is important to create a climate of opinion in which that sanction has the greatest effect.

Classroom Behaviour Management Strategy:

Each class operates a staged approach.

Stage one is where all the children start. If a child chooses to ignore a third warning they are moved to **stage two** where they will be the last out of the room at break, lunch or home time. If the bad behaviour continues they move to **stage 3** which means the child misses time. This could be time out, missed break time or a portion of lunch time. **Stage 4** If a child reaches stage 5 the child's name is logged and they may be brought up at staff meetings and parents may be informed.

Each session of the day is a fresh start for the children. **Stage 5** is for crisis management and if a child is a danger to others or is disruptive to the teaching. The child's name will be moved straight to this point but they need not have worked through other stages. At this point the parents will be contacted. The school may be required to take the matter further.

Individual Behaviour Plans

We recognised that some children have behavioural needs that are best addressed through an individual behaviour plan. The children will have specific targets and an individual behaviour strategy e.g. charts, stickers, adjusting the room to enable the child to have their own space, adjusting the timetable for the child, supporting the child one to one. Liaison with home is important.

There may be times when a Pastoral Support Plan is appropriate and the involvement of the Behavioural Support Team, or Integrated Services called upon. The school will consider exclusion if all strategies fail.

Physical violence

In any case of physical violence, the child will be seen by the Headteacher and parents will be informed and involved immediately, or as soon as practically possible. Other sanctions will apply which depend on the individual circumstances and severity of the incident. Violent behaviour will not be tolerated.

Anti bullying statement

Definition of bullying

Bullying is an act that is deliberate and hurtful to the person/people being bullied. The action can be emotional, verbal, non-verbal or physical. It is undermining, threatening, distressing and intimidating to the person/people being bullied. Bullying is usually an act where one person or group is perceived as more powerful than other/s.

Recommended action

At Twineham we take bullying behaviour seriously. When bullying behaviour occurs, we are committed to deal with the situations quickly to resolve the matter. Children and parents are encouraged to report incidents of bullying to the staff. The teacher and /or the Headteacher will talk to the individuals concerned and a contract of desirable behaviour will be drawn up if necessary. The incident will be recorded in the pastoral section of the staff meeting and the staff and Headteacher monitor the situation carefully.

Racist incidents

There is no place for racist behaviour at Twineham. We are an inclusive community. If there is a racially motivated incident it will be reported to the Governors and Local Education Authority.

Equality of opportunity

Equality of opportunity will be ensured as far as is practicable for all pupils who are behaving inappropriately. We recognise that exclusion has serious implications as far as equality of educational opportunity is concerned.

Roles and responsibilities

The responsibilities of the Governing Body are:

- To agree the written statement of general principles.
- To consult with the Head and parents on the general principles.
- To ensure that the policy is brought to the attention of pupils, parents and staff at least once a year.
- To ensure that the policy is regularly monitored and reviewed.
- To establish a Discipline Committee with clear terms of reference to review the use of exclusion within the school.
- To appoint a clerk to the Discipline Committee to provide advice on the exclusion process and to handle the administrative arrangements.

The responsibilities of the head and staff are:

- To discuss and help pupils to behave in line with this policy.
- To implement the agreed behaviour policy in all aspects.
- To review and monitor the effectiveness of the policy regularly.
- To keep Governors, parents and other relevant agencies informed

The responsibilities of the children are:

- To behave in line with the policy.
- To recognise and celebrate the good behaviour of others.
- To report bullying and unsociable behaviour.

The responsibilities of the parents are:

- To support their children in good behaviour by praising the good.
- To discuss poor behaviour with their children.
- To report any concerns to the class teacher/ Headteacher.

Other agencies

The school is supported by:

- The Behaviour Support Team.

- The Educational Psychology Service.
- Integrated Services Delivery Agency.
- Educational Welfare.
- Police Liaison Officer.
- The local rector.

The school will seek advice through termly Progress And Review Meetings and when the need arises. The Educational Welfare Service, Police Liaison Officer and Deacon Stephen MacCarthy make regular visits to school.

Other school policies relating to behaviour

- Child protection
- Teaching and learning
- Special needs policy
- Playtime and lunchtime policy
- Attendance.

Guidelines for all staff for good relationships with children:

- Catch them being good.
- Be good listeners and sensitive to individualities.
- Treat all children fairly and equally.
- Be friendly and approachable.
- Standardise routines and procedures and ensure the children are familiar with routines and procedures.
- Give them a chance to apologise and put things right.
- Give gentle and regular reminders of agreed rules, procedures and expectations.
- Focus on the positive aspect of a behaviour (e.g. "We walk in this school", rather than "Don't run").
- Give praise frequently and appropriately.
- Use a variety of incentives.
- Provide good examples and models of positive behaviours.
- Help children understand that their fears and difficulties are not unique.
- Help a child 'back out' of an awkward situation by encouraging an apology or a retraction of a statement.
- Gain attention with the 'raised hand' signal.

Circle Time

We use circle time activities to encourage a greater knowledge of and respect for one's peers, to enhance self-esteem and foster a caring ethos.

Behaviour we wish to encourage at Twineham:

- Self respect, self discipline, self awareness.
- Politeness and courtesy to everyone.
- A gentle caring attitude.
- Thoughtfulness towards the needs and wishes of others.
- Care for the whole school environment.
- Helpfulness, kindness.
- Following instructions.
- Personal and collective responsibility.
- Low noise levels.
- Walking around considerately when inside the building.
- Moving carefully around the playground.
- Thinking ahead about consequences of games, activities and actions.
- Listening to other people's views and opinions.
- Sympathy and empathy.
- Being able to say sorry.
- Praising and encouraging each other.
- Appreciating and accepting differences between people.
- Sharing and co-operating together.
- Being reflective, honest and truthful.
- Showing forgiveness.

Unacceptable Behaviour at Twineham

- Deliberate physical attacks meant to hurt.
- Verbal attacks, such as name calling.
- Inappropriate language.
- Taunting and provocation.
- Spoiling the work, activities and games of other children.
- Open defiance.
- Intimidation, by physical or verbal means.
- Calculated harassments.
- Excluding others.

The following strategies are offered to help manage difficult behaviour:

- Give the child a fair hearing and find out what happened.
- Make it clear that it is the behaviour that is disliked, not the child.
- After the incident has been dealt with, it should become history.
- Separate the child and the audience he/she may be playing up to.
- Negotiate a time and a place to allow the child to calm down.
- Inform the Headteacher as soon as possible.
- Involve other adults (e.g. parents, Educational Welfare Officer, educational psychologist) when appropriate.
- Devise contracts or agreements for children that specify targets related to the preferred, new behaviour.
- Try to defuse a situation without using physical restraint.
- Record incidents, strategies and outcomes.
- Inform and involve the parents at an EARLY STAGE of persistent difficulties and the strategies to be involved.
- Record all of those discussions.
- Involve the child (and parents if appropriate) in the construction of a behaviour plan.
- Indicate clearly that persistent, unacceptable behaviour may result in suspension or exclusion.
- Indicate to parents when advice/guidance from home and school are conflicting (e.g. when a child is told to 'hit back').
- Give warning before punishments.

Searching bags and pockets

We will ask children if we can search their bags/pockets if we have reason to believe that there may be something in there that should not be in school and may harm or be offensive to others. Another member of staff will always be present when the check is carried out.

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