

'Behaviour & Discipline Policy'



Updated	Sep 2019
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***With God's help we
CARE - BUILD - FOLLOW - THINK***

In accordance with our ethos and with God's help, **caring, building, following and thinking** lie at the heart of this policy. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

It is expected that during their time at Cottingham C of E Primary School, children will make mistakes along the way. In dealing with those mistakes we seek to educate, nurture and show the child an alternative, better route. All of our children make their own choices about the actions and the words they use; there is always an impact and only they can control whether this is a positive or negative impact. This policy, shared with the children, seeks to support them in taking responsibility for those choices, and helps them to move on when a mistake is made and necessary support/consequence has been given.

1 Aims and Expectations

1.1 A primary aim of Cottingham C of E Primary School is for every member of the school community to feel valued and respected, and each person to be treated with compassion, justice and respect. We are a small, caring, village school, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support all members of the school living and working together in a supportive way. The policy aims to promote an environment where everyone feels emotionally well, safe and secure and aims to cultivate in pupils an acceptance and recognition of responsibility to **think** about their own decisions and actions and for their consequences.

1.2 The primary aim of this behaviour policy is not a system to enforce rules. It is a means of promoting respect and good relationships with **'Living our Cottingham CofE values each day'** at the heart of everything that we do so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, consistent and considerate way in which we **care, build, follow** and **think** at all times.

1.3 The school expects every member of the school community (children, teachers, parents & carers, governors and visitors) to behave in a **caring** way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to **build** a repertoire of skills in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school celebrates children who **follow** a pattern of good behaviour, as it believes that this will develop an ethos of kindness and co-operation. ***This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.***

2 Rewards and Consequences

2.1 We praise and reward children for demonstrating good behaviour in a variety of ways.

- Teachers are expected to consistently congratulate/reward children verbally, or with a thumbs up for example, when demonstrating the school values. We believe that children at

our school are well-behaved and should be consistently demonstrating our high expectations through **'Living the Cottingham CofE values each day.'** As a result, children should ***not*** expect to receive awards in the form of stickers, raffle tickets, smiley faces, gold stars etc on a daily basis. Demonstrating one of the school values is reward within itself.

- For demonstrating the school values on a regular basis, teachers will reward children weekly in the form of consistent, 'Star of the week', 'Head teacher award', 'Playground award' certificates and fortnightly 'Wonderful Writer' certificates. In recognition of receiving such an award, children will also receive **x3** house points encouraging both personal effort and team work/collaboration.

- As well as achieving the aforementioned personal awards for demonstrating the school values, children also have the opportunity to earn further house points during various team events held throughout the year and during termly values days. During such events, children take part in both sporting and academic tasks and are able to earn points for their house team. There will also be other events including sports day which will also provide opportunities to earn house points.

- Each week, during Friday Celebration Worship, the above awards are presented. The parents of children due to receive 'Star of the week' or 'Headteacher Award' are notified by the end of the previous day (Thursday). It is the responsibility of the class teacher/head teacher to ensure the parent/carer is notified. Parents/carers are always welcome to attend any Friday worship during which time other awards are presented. Parent will not be notified that their child is to receive one of those awards.

- At the end of each term, the house team with the most house points will be awarded with a team treat of their choosing. This treat could be extra break time, mufti day, play in the park or den building for example. The winning house will also have the chance to 'give a little back.' This will involve them choosing a gift for the school. This gift could be a set of footballs, plants for the garden or new dictionaries for example.

- Other rewards, for producing excellent work/making good progress or showing sporting achievement for example, can be rewarded through show and tell, having work displayed in the classroom (WAGOLL – What a Good One Looks Like) or being shared with parents as photocopies or via Twitter for example. Children demonstrating role model behaviours will also be chosen as monitors throughout the year.

2.2 The school acknowledges all of the efforts and achievements of children, both in and out of school. The Friday Celebration Worship is a time for pupils to share their achievements out of school, for example, music, football or swimming certificates/awards, charitable/fundraising efforts, and other acts that require praise.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment for all. We employ each sanction appropriately and consistently to each individual situation. *(See also sanctions protocol/flowchart)*

- We expect children to try their best in all activities and accept that mistakes will be made. More often than not, mistakes will be encouraged as they are part of the learning process. Children will be constantly reminded that, 'It's OK to make mistakes.'

- If a child is disruptive in class and this is having a negative impact upon their own and other's learning, the teacher/adult will issue a verbal warning. If the disruptive behaviour has not improved after the initial warning, it will result in an in-class reprimand which may mean the child works alone within the class until they calm down, and is in a position to work sensibly again with others.

The class teacher will keep their own dated record of this first sanction in the class behaviour book. At this stage parents/carers will not be informed.

-The safety of the children/adults is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and seeks adult support to prevent the child from taking part for the rest of that session, enabling the session to continue. The teacher will keep their own dated record of this in the class behaviour book. At this stage parents/carers will not be informed.

- If a child threatens, hurts or bullies another child, the class teacher seeks support and the child will be given the opportunity to talk about the behaviour/incident. At an appropriate time, other children/adults will be spoken to for their account. If necessary, a sanction appropriate to the offence, will be put in place: working alone, withdrawal of a choice activity, or withdrawal of playtimes. On the first occasion of such behaviour, all parents/carers of those children affected by the behaviour will be informed. If a child repeatedly acts in a way that disrupts or upsets others, or if their behaviour has hurt other children or adults, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The Head teacher will keep their own dated record of such behaviour in a 'bullying' log.

- The **initial** warning by the class teacher/adult, results in a child having a sanction within the class/playground/hall. The teacher will keep their own dated record of this in the class behaviour book. At this stage parents/carers will not be informed. The **second** occasion that a warning is given by the class teacher/adult, the child will receive other sanctions to include, loss of break, solitary lunch/break or loss of a privilege for example. At this stage parents/carers will not be informed. On the **third** occasion that a child has not responded to a warning by the class teacher/adult, the parent/carer will be informed as soon as possible. A note of this communication will be written into the class behaviour book.

- On the **fourth** occasion that the child has not responded positively to a warning from the class teacher/adult, a note is sent to the head teacher with further details. This is recorded in both the class and head teacher's behaviour log and results in the parents/carers being informed and possibly invited to meet depending on the severity of the behaviour. The head teacher will also meet with the child and a behaviour passport/report will be used to monitor behaviour by the head teacher for one week.

- Where behaviour is very disruptive, bullying and/or dangerous, the above route will be escalated more quickly. Please refer to the Sanction Protocol, for clarification in cases of continued misbehaviour.

- Children with repeated poor behaviour will be supported through the use of a social and emotional programme, and through providing the child with a named adult with whom they can talk things through. This will also form part of the support package before and after exclusion where appropriate.

2.4 The class teacher discusses the school values and their meaning with each class. Each class has its own values charter, displayed on the wall of the classroom. Each child signs the class charter at the beginning of a new school year (Where a child is admitted during the year they will also be expected to add their name). In this way, every child in the school knows the standard of behaviour that we expect in our school and **'Living our school values each day'** are the expectations.

2.5 It is important to note that bullying is defined, by County, as 'persistent, regular, conscious intimidation by someone who has power over another person.' (Please also refer to the school's Anti Bullying Policy.

- The school does not tolerate bullying of any kind. When we are made aware that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. This involves talking to the children to establish points of view from both sides, talking to all concerned staff and all parents concerned.

- All staff are vigilant to instances of different types bullying. Awareness of bullying and bullying situations is regularly discussed in whole class worship and through class circle time. Issues are always pursued by the class teacher or head teacher when they occur. The victim will be listened to and involved in dialogue with the head teacher and parents. They will be supported at all times.

- All parents and carers are informed regularly of the need to report such incidents as soon as possible. It is often not a clear cut case of one child bullying another and all parties need reminding that situations are very complex.

- Parents/carers of children involved in bullying will be informed calmly, clearly and concisely. The school will explain their sanctions and expect support from the home. No incident will be held against any pupil for a prolonged period of time and parents will be reassured of this.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children in order to prevent injury to a child,

or

If a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children.

Again, please refer to the Sanction Protocol, for clarification in cases of continued misbehaviour.

3 Out of School Activities

3.1 This policy is pertinent to all out of school trips/visits. It is expected that all children will behave appropriately on all school trips/visits for example at sporting events and on school residential trips for example. They will be reminded that they are representing their school and should do so with pride.

3.2 In case of poor behaviour on a residential trip that is likely to endanger a child/children or adults, the lead teacher will contact the head teacher and parents/carers will be notified by phone of the situation and next steps. In the case of continued poor behaviour, parents may be asked to collect the child, or attend a meeting on the return of the trip. Appropriate sanctions will be put in place accordingly.

3.3 Mobile devices that have the possibility of internet access (regardless of whether they are enabled to do this) are not allowed on any school trip/visit. Any child who is found to have such a device upon their person will have it confiscated and parents/carers will be asked to collect the device on the child's return to school or as soon as possible after.

4. The Role of the Class Teacher

4.1 It is the responsibility of the class teacher to ensure that the school values are adhered to consistently in their class, and that their class behaves in a responsible manner during lesson time and break times. Parents will be made aware of strategies being used to improve behaviour and of sanctions being used as a result of poor behaviour; this includes being disruptive in class, being disrespectful, hurting other children, bullying and name calling.

4.2 The class teachers/adults 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 by ***'Living the Cottingham C of E values each day.'***

4.3 The class teacher treats each child fairly and enforces the behaviour policy consistently. The teacher treats all children in their class with respect and understanding.

4.4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the class behaviour book. (See section 2 – Rewards and consequences)

4.5 The class teacher will inform parents about the progress of each child in their class after initial contact has been made with regards to inappropriate behaviour, in line with the whole-school policy. The class teacher and head teacher may also contact parents/carers if there are concerns about the behaviour or welfare of a child. Please refer to the Sanction Protocol, for clarification in cases of continued misbehaviour.

5 The Role of the Head teacher

5.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, 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 and staff in the school.

5.2 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.

5.3 The head teacher keeps records of all reported serious incidents of misbehaviour and these incidents, without identities, are reported to the Governing Body.

5.4 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated poor behaviour, or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are only taken after the parents/carers have been informed this will happen, and after the Chair of Governors has been notified of a pending exclusion.

6 The Role of Parents & Carers

6.1 The school always aims to work collaboratively with parents/carers so that children receive consistent messages about how to behave at home and at school. We believe that home-school partnerships are very important and we welcome opportunities to support families.

6.2 We would encourage parents to read this policy to better understand our approach to behaviour management and support us where improving behaviour is necessary. All other relevant and related policies are also on the school website.

6.3 We encourage and expect parents to support their child's learning, and to co-operate with school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers, where necessary, if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions for a child, it is expected that parents/carers will 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. If the concern remains, they should then contact the head teacher. If these discussions do not resolve the problem the Chair of School Governors should be contacted which may lead to a formal grievance or appeal process being implemented. Contact details are available from the school office or via the school website.

7 The Role of Governors

7.1 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.

7.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy. The head teacher may, at their discretion, seek advice from a Governor about a disciplinary issue and will take this advice into account when making decisions about matters of behaviour.

8 Fixed-term and Permanent Exclusions

Please note that exclusions are rare, and that they are used as a last resort. We endeavour to work with you and your child for a positive outcome for all. Where an exclusion is imposed, it is expected that the parents/carers will support the school decision. The excluded child will have a support package in place on their return to school. We follow the local authority guidelines for excluding a child.

8.1 Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, lunchtimes, or any number of full days,

for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.2 If the head teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. A letter confirming the exclusion will also be issued to the parent/carer within 48 hours of being notified.

8.3 The head teacher informs the LA, the Diocesan Director of Education, and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

8.5 If necessary, a governor's discipline committee will be created which would be made up of between three and five members. This committee consider any exclusion appeals on behalf of the governors.

9 Monitoring

9.1 The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors report details of any incident to class teachers who record it in their behaviour book (Section 2 – Rewards and consequences)

9.3 The head teacher as well as the local authority keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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

10 Review

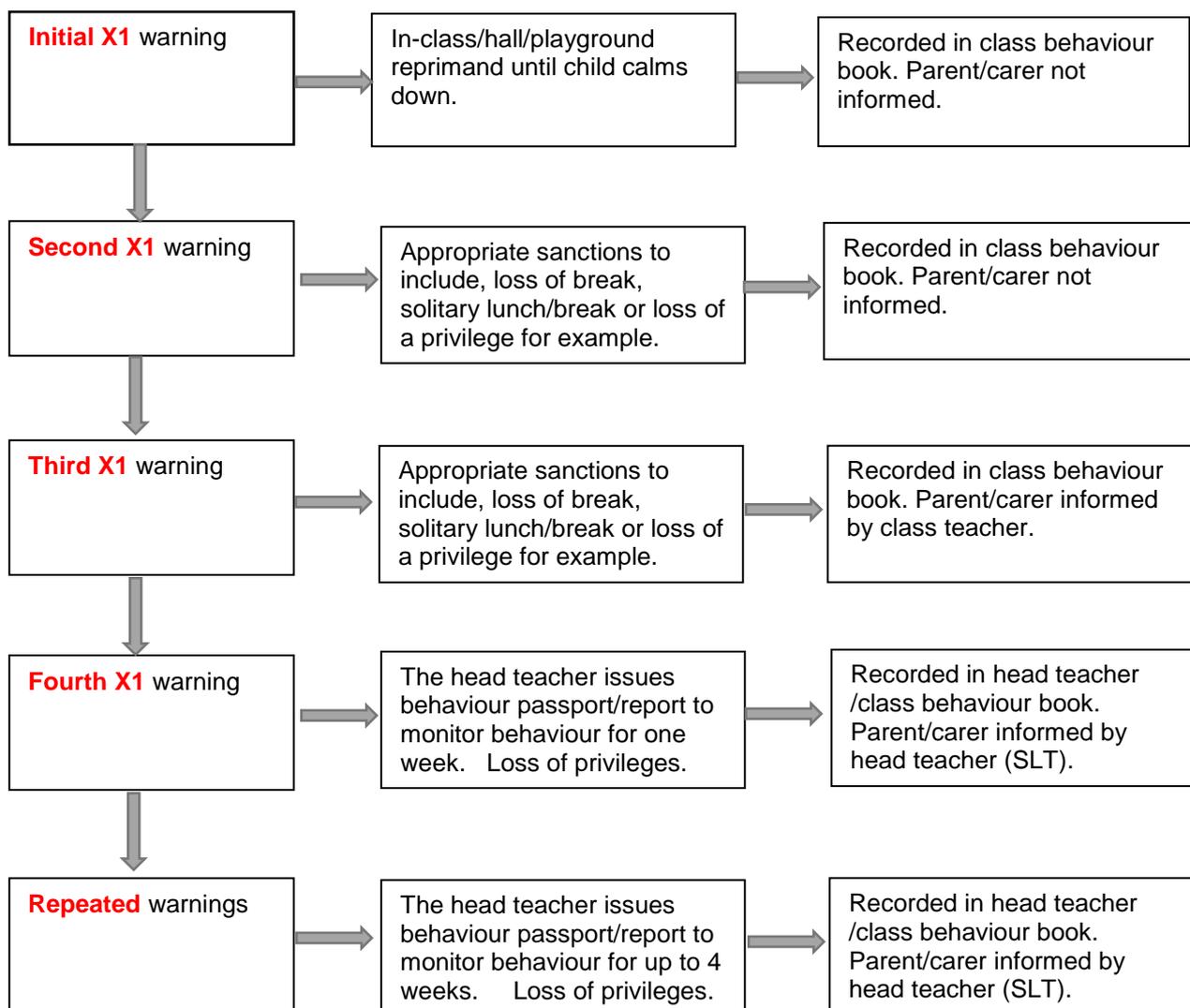
10.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Sanction Protocol/flowchart

This guidance is to clarify our procedures as written in the policy and may be useful for parents / carers as a checklist.

All of our children have the right to feel safe in school, not be hurt and have the right to the best education they can get. However, we understand that all children misbehave sometimes and we expect our children to make mistakes and learn from them.

Where a child persistently misbehaves, the following sanctions will apply:



Where behaviour still does not improve after the above protocol has been applied, then one of the following will occur:

- Between 1-3 Lunchtime exclusions (for playground/lunch hall behaviour issues). These are temporary exclusions (*Recorded as half day fixed term exclusions*) and it is expected that the parent/carer will collect the child at 12pm and return them to school at 12:55pm in readiness for afternoon register.

- A class/school exclusion (where the child is persistently interrupting the education of the others). In the first instance, these will be recorded as a half day fixed term exclusion and it is expected that the parent will collect the child and return them to school at the agreed time.

- A fixed term exclusion of between 1 and 5 days. Fixed term exclusions are used after all other agreed sanctions (as above) have been used, and where there is still no improvement in the child's behaviour & where the parents have had warning.

Or

Without prior notice if the gravity of the situation warrants an immediate exclusion.

The following types of behaviour may result in an exclusion of between 1 and 5 days: This could be immediate, without prior notice, depending on the gravity of the incident:

- Physical assault against a pupil or adult – losing their temper and lashing out
- Verbal abuse / threatening behaviour against a pupil or adult
- Bullying
- Racist/homophobic abuse
- Damage to property/resources
- Theft
- Persistent disruptive behaviour & use of foul/abusive language

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