



All Saints Benhilton C.of E. Primary School Behaviour and Discipline Policy

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.

Rationale

Within the school it is important that children, parents, staff and governors develop relationships that will enhance the educational experiences of the child. To do this successfully, it is essential that the school has an agreed policy that enables everyone to work in a positive and consistent manner.

At All Saints Benhilton, everyone is expected to behave in a responsible manner, to show care, consideration and courtesy towards each other and have respect for property. There is emphasis on praise and encouragement for individuals and groups in order to foster good relations within the school and maintain a high standard of behaviour.

Purposes

- 1) To maintain and enhance a good standard of discipline.
- 2) To provide an appropriate and positive atmosphere where effective learning can take place.
- 3) To ensure that all those involved in the life of the school are aware of the standard of behaviour that is expected.
- 4) To foster the development of self-esteem and self-discipline.
- 5) To encourage group responsibility in the maintenance of these standards.

General Principles

All staff should actively involve themselves in the maintenance of good behaviour and show consistency of approach. Minor offences should be dealt with by the class teacher, teaching assistant or midday supervisor. It is important that children are made aware as to why their behaviour is unacceptable.

Staff dealing with unusual or difficult incidents of behaviour should immediately consult with the deputy headteacher, or in their absence, the senior teacher. If there remains a problem, then the headteacher should be informed.

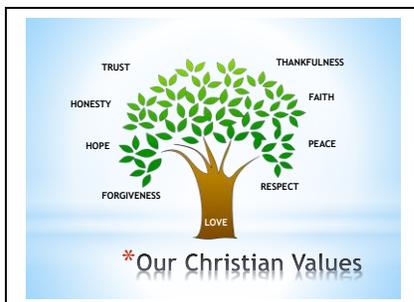
The co-operation of parents is essential to re-enforce acceptable behaviour. They must be consulted if there are any serious or persistent cases of unacceptable behaviour. The incidents of these should be noted in writing by the person dealing with the incident. Home and school must work in partnership to resolve the problems.

The physical environment of the school and classroom organisation should be considered by staff as these can have a positive effect on pupil behaviour.

Effective discipline is the responsibility of **all** those concerned with the school. When it is necessary to use sanctions, they should be appropriate to the particular offence. As our school is a community of people, not just a physical space, the principles of this policy relate to behaviour at all times and during all school activities, whether they be on-site or not.

PRINCIPLES ON PUPIL DISCIPLINE AND BEHAVIOUR

Based on our core Christian Values -



The Governing Body:

- (a) believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy;
- (b) believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore this school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;
- (c) aims to provide an environment in which all pupils and staff feel safe and secure;
- (d) believes that pupils learn by example and it is expected, therefore, that all adults in the school will be models of good behaviour;
- (e) does not tolerate violence, threatening behaviour, abuse or any form of bullying: all in the school community have a right to respect and an atmosphere which is conducive to learning;
- (f) has a zero tolerance of offensive weapons, alcohol and drugs in school and the misuse of the internet and mobile phones;
- (g) takes firm action against pupils or parents who harass members of staff on or off school premises;
- (h) will not discriminate against any pupil on the grounds of religion, ethnicity, gender, disability or sexual orientation;
- (i) promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;
- (j) sets clear expectations of behaviour through clear codes of conduct;
- (k) praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;
- (l) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;
- (m) ensures that all staff are given access to appropriate training, opportunities to share and develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;
- (n) ensures that all new staff are made aware of the behaviour policy;
- (o) ensures that senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;
- (p) uses commonly agreed teaching, classroom management and behaviour strategies;
- (q) ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour.

Good Practice in School

There is much that we can do in school to encourage appropriate behaviour and promote good order. Everyone has a joint responsibility for what happens in school. Admonition and praise should be dealt with everywhere.

In our relationships with children we should ensure that, as far as possible we:

- * Respond positively to children and their ideas.
- * Set high standards in all areas of school life.
- * Make each child feel that he / she has the ability to succeed.
- * Make it clear to each child that they have personal responsibility to direct the maximum effort towards their work.
- * Apply rules calmly, firmly and fairly.
- * Relate the praise of a child to the issue that you are pleased about.
- * Reward and sanction children for a range of reasons behaviour, work, effort, consideration for others.

Therefore the school has adopted the "5 Golden Rules" – *based on Luke 6:31*

'Treat others as you would like to be treated'

- We listen to people; we don't interrupt.
- We are gentle; we don't hurt anybody.
- We are kind and helpful; we don't hurt people's feelings.
- We are honest; we don't cover up the truth.
- We look after things; we don't waste or spoil them.

These rules are on display around the school and are re-visited during worship and during PHSE lessons.

In addition to this we should all

- Move quietly and sensibly around the school
- Keep the school clean and tidy
- Act with kindness and consideration
- Be polite and helpful
- Follow adult instructions

Rewards & Sanctions

It is very important to stress the positive aspects of children's behaviour. The range of rewards here are those which the school feels should be used. All staff are aware of the need to be consistent, and to adhere to the guidelines as closely as possible. We acknowledge that rewards need to vary at different stages of the children's development so we have detailed this below.

Rewards:

Nursery-

- ✓ Smiling and looking positive
- ✓ Verbal praise
- ✓ A smiley face or similar sticker or stamp
- ✓ Sharing the achievement with the whole class or group of children
- ✓ Informing parents. This can be either verbal or in a note accompanying the child's work or folder.

Reception-

- ✓ Smiling and looking positive
- ✓ Specific verbal praise which may include a thumbs up or high five
- ✓ 'Golden nuggets' and/or stickers. If the class have worked as a team to earn enough nuggets they have 'Golden Time'
- ✓ Headteacher's 'golden' sticker
- ✓ Sharing achievements with parents, peers, other classes and adults
- ✓ Use a sunny/raincloud/thunderbolt visual system. All names start on the sunny side and are moved if the wrong choices are made.

KS1 & KS 2 -

- ✓ Smiling and looking positive
- ✓ Verbal praise
- ✓ A smiley face or similar sticker or stamp
- ✓ House points are given when our school **values** are being lived out and for positive behaviour. Points will be totaled each week and shared at Celebration Worship and these points will be tallied over the course of a term and a House Cup will be awarded to the winning team.
- ✓ Dojo points are given to reward hard work and achievements.
- ✓ Sharing the achievement with the whole class, group of children or other class or adult.
- ✓ Headteacher's 'golden' sticker.
- ✓ Informing parents. This can be either verbal or in a note accompanying the child's work or folder.

Praise is given for all areas of school life.

We will have a Celebration Worship once a week where we will celebrate House Points and award 'Star of the Week' certificates.

Sanctions

Sanctions should be used firmly, fairly and consistently applied. It should be appropriate to the age of the child and to the misdemeanour and applied as soon as reasonably possible.

- The look - use of eye contact.
- Discussion - remind child about acceptable behaviour this should be linked to our school rules and values.
- Sad face shown to child.
- In Foundation & Year 1 a child's name will be moved from happy to sad side of chart (or other visual stimulus); consequence being to miss some choosing time.

In KS1 & KS2 name on board; ticked if behaviour is continues. If child receives a tick by name he/she will miss some playtime.

For repeated offences an individual will be sent to phase leader, AHT or DHT and, if it continues, to the Headteacher.

- Pupil may be removed from situation for varying periods of time (use of timer).
- At KS2 a child may be taken out of class to finish work quietly, either into the resource area or with the KS leader or Deputy during class time.

- Pupils may stay in at playtime to complete classwork or homework, particularly if they habitually fail to bring in the latter.
- Children whose playground behaviour is inappropriate will be given a cooling off period and may miss further playtimes.
- If an individual's behaviour continues to give cause for concern the Headteacher is directly involved and will organise support systems and call in outside agencies as required. Ultimately a child may be excluded for a period of time. *We follow the DFE regulations with regard to exclusion and re-integration to school.* (<https://www.gov.uk/government/publications/school-exclusion>)

Parents will be informed of these sanctions at the discretion of staff. If the Headteacher is involved parents will be notified.

Whole class punishment for an individual(s) behaviour should be avoided.

Head Boy and Head Girl

Children in Year 6 who are perceived to have, or the potential to have, leadership qualities will be considered for Head Boy and Head Girl. These are appointed on a termly basis after discussion between the Head and staff.

This policy should be read in conjunction with the Safeguarding, Child Protection, Anti-bullying, Computing and Inclusion Policies as well as the Home School Agreement.

Reviewed February 2017

Next Review February 2019

Signed: *M. Rowland*

Chair of Governors

Signed: *J Whelan-Cox*

Headteacher