

# Radwinter C of E Primary School

## School Behaviour Policy



Updated September 2008  
Reviewed September 2009  
Reviewed January 2011

## BEHAVIOUR POLICY

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## VALUES RECOGNISED WITHIN THE SCHOOL

- a) We take care to listen to children's opinions and ideas and try to nurture them. Their ideas are valued.
- b) We treat each child as an individual member of the school.
- c) Children expect teachers to be paragons of patience and fairness. From these starting points relationships are built up. Values will be reflected in the moral dilemmas discussed in the classroom as well as in the openness and honesty of relationships. We nurture the idea of an extended family and within each classroom give the children opportunities to talk to the class or quietly on a one to one basis to the teacher. Sometimes children do need to talk alone to the teacher and this provision is made.
- d) At Radwinter it is not the intention to indoctrinate the children. Our concern is for each child's development, independence and integrity which we seek to nurture.
- e) Competition in the school is actively encouraged since within competition are important attitudes and values that often accompany competition. Competitiveness has to be complemented with the recognition that all pupils, all people, have a special value in themselves. Competition can draw out greater and finer achievement.
- f) Every school must adopt a form of discipline not for its own sake but rather as a means of producing self-discipline. This is achieved within the classroom by an openness which requires the teacher to respond to and respect the pupil.
- Order is essential for learning to take place but discipline is not conformity or unthinking obedience. It must have its own moral and value base which must be within us as teachers.
- g) We search within every child for the special qualities, talents,

interests of each individual and recognise that the relationships between parent, child and teacher all contribute to the total development of the above points.

### **SETTING**

Radwinter is an Aided school and its Christian values can, and hopefully do, have a part to play in promoting positive behaviour. Also, staff have positive views/values which are naturally transmitted to the children and so provide the basic ingredients to form the caring ethos which should exist within every school.

How all staff work as a team can also convey to the children explicit meaningful relationships from which the children will gain a sense of each individual's self worth and a sense of belonging, where there is mutual respect for others feelings, opinions, attitudes and beliefs.

We strive to set a personal example to the children. Staff treat other colleagues and children as we would our own family. Without doubt, children learn far more from the people who surround them.

The aim of the document is:

- a) To outline procedures which affect the principles for promoting positive behaviour within the school.
- b) To start the process of developing an on-going whole school behaviour policy.
- c) To review/analyse how the school at present promotes good behaviour in:
  - i) teaching and classroom management styles
  - ii) the curriculum
  - iii) the environment
  - iv) partnership with parents
  - v) rules, rewards, sanctions

- d) To raise issues and awareness with staff, governors, parents and children.

### **AIMS**

- a) It is hoped that this policy helps celebrate and promote a calm, purposeful and happy atmosphere.
- b) That practices within, foster a positive caring attitude towards everyone here achievement/talents at all levels both at home and school are celebrated and recognized by adults and children alike.
- c) To increase independence, self-discipline and control so children become more responsible for their own behaviour and so realise how their actions affect others.
- d) To develop/promote a consistent approach to behaviour with parental co-operation and involvement (when applicable).
- e) To identify clearly the boundaries of acceptable behaviour.
- f) To raise awareness about appropriate behaviour.
- g) Clearly to identify procedures/codes of conduct which help staff promote common practice throughout the school.

### **RESPONSIBILITIES**

#### **Staff**

- a) Treat all children fairly/consistently following the code of conduct.
- b) Raise children's self esteem through praise and reward.
- c) Provide a challenging, interesting and relevant curriculum which stimulates their thirst for knowledge and promotes co-operation and

teamwork.

d) Create a safe and pleasant environment both physically and emotionally (children to know that if they want to talk (away from class), time and a quiet place will be made available).

e) Staff to be role models (see values and code of conduct).

f) Build and maintain a good relationship/dialogue with parents so children see common values at both home and school.

g) Recognise each individual as an important member of the school with their own personality, skills, talents and needs.

### **Parents**

a) Make child aware of appropriate behaviour in all situations.

b) Encourage independence and self discipline.

c) Show an interest in all their children's questions/concerns both at home and school.

d) Develop good relationships with school.

e) Build a framework for social education.

### **Children**

a) To give their best and allow others to do the same.

b) Treat both adults and children with respect.

c) Follow rules and instructions not because an adult has given them but because they are relevant and necessary to their own social/education development.

- d) Respect property and the environment in which they work.
- e) Co-operate with all.

### **WHAT WE DO IF YOUR CHILD MISBEHAVES**

It is not the policy of the school to shout at and ridicule children in front of their class mates and friends. This tends to have a negative effect and can harm self esteem. Following the code of conduct guidelines staff will take the child to one side and quietly/calmly (out of earshot of other children) discuss the incident and outline through questioning what should have been the correct course of action and appropriate behaviour.

With most incidents, only too often the child is well aware that their behaviour fell short of their own moral code and accept the error of their ways. Sometimes a look/sign is all that the child requires, just to gently remind them. When staff need to discipline a child, staff are encouraged to remind children that they are disappointed in them and that they now need to work to raise your opinion of them over the next few days. Once an incident is dealt with it is not necessary to constantly refer back to it since it can again affect a child's self esteem and the positive teacher/pupil relationship.

Children have a sense of fairness, a sense of right/wrong. Their concerns are to be acted upon. Early pro-active talks for minor infringements can prevent later physical/verbal confrontational problems developing.

#### **In the Class**

Minor disputes (Classroom aggravations) e.g. calling out/not listening to instructions.

Tackle all disputes with a calm manner.

1<sup>st</sup> Time A look/gesture/word/sometimes can reinforce a school class boundaries which only needs the individual's attention and could go unnoticed by the rest of the class.

2<sup>nd</sup> Time Question and maybe reinforce boundaries and give a clear idea of what is expected and why it will help all. A warning may be necessary.

3<sup>rd</sup> Time Bring to the attention of the Head Teacher who will gather the facts/issue of behaviour with child. The Head Teacher will discuss the appropriate behaviour and (if necessary) withdraw privileges and some degree of trust. Emphasis will be placed on adult's disappointment in letting the child let his/her moral standard slip. Clear positive steps forward will be discussed and agreed. The Head Teacher/staff may monitor the child by playground/classroom observations on a regular daily/weekly basis with regular meetings to discuss behaviour/relationships and update the child on how he/she is doing. Monitor on Behaviour Analysis record.

4<sup>th</sup> Time Serious incidents of poor behaviour/bullying will be entered into behaviour report book (kept in Head Teacher's office).

5<sup>th</sup> Time If behaviour continues, formal contact with parents is made. Informal contact before-hand may be made with parents to make them aware and gain their positive support so all are working towards a common goal.

### **In the Playground**

Common Practice when resolving disputes in playground (best dealt with without class present):

(a) When dealing with one/several children calm them down first. Then insist that each listen to each others point of view, first without interruptions and encourage them to maintain eye contact with the

speaker. Teacher/lunchtime staff to call for support so it can be dealt with immediately.

(b) Find out what has been done/said.

(c) Discuss how they feel about what has happened/been said and how this could have been avoided.

(d) Resolve the dispute if possible with how they should behave in the future and that you will watch for improvement in their relationship.

(e) If in doubt, send for Head Teacher who will follow above and monitor the situation with odd quiet chats with individuals/group to ensure the conflict has been resolved.

### **PUPIL EXCLUSION**

Where a pupil's behaviour seriously harms the education and welfare of others the decision may be taken to exclude.

This action may be immediate to protect pupils and staff and can be taken for a first offence, without recourse to alternative strategies, if the occasion is severe enough.

### **FIXED PERIOD EXCLUSIONS**

The Head Teacher is able to exclude a pupil for up to 45 days in a school year, changed from a maximum of 15 days per term.

Head Teacher's are encouraged to use shorter period exclusion - exclusion of more than 15 days to be used only rarely.

Pupils excluded for more than one or two days are to be given work at home to be marked.

Governors must meet within 15 days of a long term exclusion to consider whether to uphold or rescind the exclusion. Governors upholding an exclusion will have to consider a reintegration plan. This may involve the L.E.A. Support Services. (See Procedure for Excluding

a Pupil attached).

## THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS

There maybe an occasion where reasonable force might be used:

Staff should be extremely cautious about its use and must be aware of this school discipline/behaviour policy. Everyone has the right to defend themselves against attacks provided that they do not use a disproportionate degree to do so.

Staff authorized to use reasonable force include all teaching staff and Mrs. Foster (under the Education Act 1996).

Three broad categories are described where reasonable force might be used:

- In self defence.
- Where there is a developing risk of injury or significant damage to property.
- Where good order and discipline are compromised.

There is no legal definition of **reasonable force** but three criteria are established for guidance:

- If the circumstances of the particular incident warrant it.
- The degree of force must be in proportion to the circumstances.
- The age, understanding and sex of the pupil.

Minimum force should only be used and never as a punishment.

Physical intervention can take a number of forms, for example:

- Physically interposing between pupils.
- Standing in the way of a pupil.
- Holding, pushing or pulling.

- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.

In extreme cases more restrictive holds might be used by holding both hands in front of the child whilst re-strainer is behind the child.

Force that should **NOT** be used includes:

- Holding round the neck or any other hold that might restrict breathing.
- Kicking, slapping or punching.
- Forcing limbs against joints (e.g. arm locks).
- Tripping or holding by the hair or ear.
- Holding face down on the ground.

All incidents when restraint is used must be recorded as soon as possible. The following information (as a minimum) should be detailed in the behaviour book, together with written statements of witnesses:

- Names of pupils involved.
- The time of the incident.
- The place where the incident occurred.
- The names of staff or other authorised adults involved.

Where the incident has been prolonged or where considerable force has been used the following details should also be recorded:

- Names of all witnesses, pupils and adults.
- Signed witness statements.
- The reason for force being used.
- A description of the way in which the incident developed.
- The pupil's response.
- Details of the outcomes of the incident including injuries and damage.

With any formal complaint by pupil, parent, teacher or other employee, the general complaints procedure adopted by the Governors will be implemented.

## **HOW WE PROMOTE GOOD BEHAVIOUR**

### **Teaching and Classroom Management**

Within each class we try to ensure that the children are engaged in meaningful tasks which challenge all and which are differentiated. In a small school, the staff quickly get to know the pupils. The children are very much valued as young people and their ideas, opinions and concerns receive a positive, warm response from staff. Staff listen to their questions and respond positively and honestly. This raises the children's self esteem.

Success and hard work is praised. Effort is rewarded with praise from the teacher as well as the award of team points or smiley faces.

Classroom organization is usually in friendship bands and seating arrangements may change depending on the subject. Thus seating patterns are flexible.

Classroom displays celebrate the achievement of each individual child, no matter their ability, and care is taken to display whole class work. In our school weekly assemblies we share the children's achievements and talents both at home and school by discussing their own personal interests.

Playground issues often form part of the R.E. worship on Thursday where relationships are discussed openly and with care to all individuals.

In the annual written school reports and parent/teacher meetings, there is honest and positive feedback from the teacher linked to

areas/skills that need to be targeted by each child.

Clear procedures in the classroom help to avoid aggravations and common procedures are adopted by each class teacher to avoid children wandering to the toilet at inopportune moments, calling out, talking when others are answering questions. All children are encouraged to make and maintain eye contact with the class teacher, or whoever is speaking at the time. This values the children's own ideas/answers. Laughing at errors is actively discouraged since no one (adult or child) likes to be laughed at and it will lower self esteem. In addition, it will discourage the individuals participation in class discussions. Have a go is actively encouraged and will allow each teacher to respond positively. If the teacher treats children's answers with praise and some importance it encourages and builds true self esteem. The school has adopted a 'Buddy' system. Buddies are at present appointed by staff. However this will change to include pupil recommended by the School Council and other children. Playground issues and also organization are regular agenda items discussed at School Council meetings. Lunchtime buddies support the Class 1 children at the table.

There are a wide range of responsibilities which are given to the children including lunch/playtime buddies, playground leaders, school council members, eco-champions, house captains and many classroom responsibilities. All of which promote good behavior when working/playing together.

## **Code of Conduct to help promote good behaviour in the classroom/playground and promote positive relationships.**

The ethos of the school is one that promotes self and mutual respect for all who work within this building. All staff and children are important members within and are valued in terms of what each brings to the school to make it unique. Listening to children's concerns and thoughts and responding positively to them is essential in gaining any child's trust and confidence. Only in this type of environment will children start to gain some understanding of how to build relationships. All children will happily work and achieve if good personal relationships have been established between each other and with adults.

- a) When listening and talking to children, respond positively, attentively and calmly to their questions and their individual needs.
- b) Try to get to know a little bit about every child and so make the contact a more special, personal one.
- c) When managing minor disputes/incidents bring calmness and fairness to the settlement. Try to make both parties better people by talking about the incident and questioning them on how they should have behaved. Talk about the right/wrong actions/decisions.
- d) Be fair and consistent in all actions.
- e) Avoid shouting - speak calmly and quietly - raising the voice all the time will simply make the children respond louder and the noise level will be higher as a result.
- f) Discipline matters need to be dealt with in front of all the children. The best course of action is to take the children involved to one side (away from the rest of the children) and then to talk calmly

and clearly outlining the problems and allowing the children to give their point of view too. Respond to their points where possible and take the role of mediator and instructor.

g) Try to speak to the children as you would speak to your own family. We all respond to calmness and politeness. Every child is expected to be polite and will need to be reminded (hopefully not too many times) at some stage.

h) Try to allow children to play without too much adult interference. Only intervene if the children are unhappy or their security/safety is at risk.

i) Children should show the respect to all staff. There should be no difference. If there is a difference then this needs to be discussed to change the inconsistency.

j) Be gentle and caring. What may not seem important to you is important to children. Respond to them, comfort them, reassure them. Offer sympathy, help and be someone they can turn and talk to when they are unhappy.

k) Be proactive in seeing possible conflicts/dangers. The secret is knowing/when to intervene.

l) Move around the playground watching and listening. Watch how the children play. Encourage children to play with each other but don't force friendships that don't exist. Watch and note children who are consistently on their own but remember sometimes we all need space alone.

m) The school has an anti-bullying policy. Such matters during the lunch-hour should be referred to a teacher or Head Teacher. If in doubt seek help.

- n) Never hit a child as a form of discipline - it is rarely effective and is common assault. Do not push or drag any child, it is common assault. Avoid any physical contact.
- o) The school has a child protection policy, a copy of which is essential reading to ensure the safety of all children.
- p) Try to talk with the children rather than at them.
- q) Teach children good table manners and correct use of knife and fork. Support them whilst eating lunch tending their basic needs. Not all children will need to be taught.
- r) It is important that lunch time supervision follows the same pattern as other playtimes in that all children play together as an extended family following the same unwritten yet known boundaries of self-discipline.
- s) It is vitally important that each child is given the respect and courtesy that he/she will be expected to give others.
- t) Children need to feel good about themselves and so as far as humanly possible try to avoid the use of harsh shouted 'disobey at your peril' type commands. Avoid correction by use of sarcasm.
- u) Try to use words like 'please' or 'would you mind'. This will result in a more genuine respect for you as an adult. Likewise 'thank you' and praise for observed acts of kindness that benefit other children should be encouraged.
- v) Drawing children to their sense of failure when necessary will consequently be a most helpful experience. An adult sense of disappointment at a particular level of behaviour should prove a sufficient punishment.

w) If a child is blatantly discourteous or bad mannered it should be reported to the Head Teacher who will insist that the child goes as soon as possible to the person concerned and apologises for his/her behaviour. The head will draw the child's attention to their sense of failure, and depending on the nature of the problem may monitor their behaviour with weekly meetings.

x) In the hall a sense of balance in noise level must be applied. A gentle buzz is acceptable.

y) A sense of humour is essential to laugh with the children but never at them.

z) Whether the child is in the classroom or on the playground we are all trying to improve each child's self esteem. We want them to feel good about themselves so look for the good and praise, change the bad discreetly, quietly on a one to one away from the other children. Don't ignore poor behaviour, address it.

This policy was reviewed in January 2010 and will be updated annually.