

# Costock C of E Primary School



## POLICY FOR BEHAVIOUR

### Mission Statement

*“We are a happy school at the heart of the community where learning for all is promoted. Our ethos is to combine high quality teaching with care and support in the pursuit of excellence. Achievement, however it is shown is always celebrated. Christian values are combined with a creative and open perspective. This enables all members of our school community to learn, grow and develop as individuals to realise their potential.”*

Signed:..... Chair of Governors



## Behaviour and Discipline Policy

### **Definition**

This policy sets out the expectations of behaviour at Costock C of E School. It was developed through consultation with teaching staff and governors. The Governing Body, staff, pupils and parents seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. Furthermore it is acknowledged that society expects good behaviour as an important outcome of the educational process.

### **Aims**

- To promote a positive Christian ethos and culture in the school.
- To create a happy, secure environment which encourages and reinforces good behaviour.
- To be a caring community whose values are built on mutual respect and respect for all.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To help pupils become increasingly aware of the needs of others.
- To promote respectful and thoughtful behaviour involving all members of our school community.
- To develop an understanding of the importance of codes of conduct.
- To ensure that the school's expectations and strategies are widely known.
- To encourage the involvement of home with school in the implementation of this policy.



## **Role of Staff**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive environment with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honest and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability, faith, physical appearance, culture.
- Show appreciation of the efforts and contribution of all.

All adults are responsible for dealing with incidents in and around school. If in doubt they will refer to the Senior Teacher and Head Teacher.

## **Role of the Head Teacher**

It is the role of the Head Teacher 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 in the school.

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. The Head Teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility of giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these sanctions are only taken after the school governors have been notified.



## **Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how we expect them to behave at home and at school. We explain our expectations in the school prospectus and expect parents to support these.

We expect parents to support their child's learning and to co-operate with the school as set out in the home school agreement (App 1). We try to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour. We encourage parents to inform school if any family crises may affect their child's behaviour in school.

If the school has to use reasonable sanctions to punish a pupil, it is essential that parents should support the actions of the school. If parents have any concern about the way their child has been treated they should contact the Head Teacher.

## **Role of Governors**

The Governing Body has the responsibility of agreeing this policy and of reviewing its effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour policy but governors may become involved during particular disciplinary issues. The governors should follow the normal grievance procedure in case of complaint.

## **The curriculum and learning**

We believe that an appropriate structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons must have clear objectives, understood by the pupils, and differentiated to meet the needs of pupils of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback on progress and achievement, and as a signal that the children's efforts are valued and that progress matters.



## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

## **Rules/Procedures**

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules/procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules/procedures should:

- Be kept to a minimum.
- Be positively stated, telling the children what to do rather than what not to do.
- Give clear choice and consequence options.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale made explicit to everyone.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibility towards the whole.



## **Behaviour Management (Behaviour Rules)**

Behaviour Rules for whole school, classroom and playground behaviour plus sanctions can be found in the appendices of this document.

### **House Points**

House points are given to children who deserve them for effort, behaviour, good deeds, work which merits acknowledgement.

### **Sanctions**

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour. The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions must be avoided as they bring resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

### **Possible sanctions include:**

- Expressions of disapproval.
- Missing part or all of playtime/lunchtime.
- Time out.
- Referral to Head Teacher or Senior Teacher for a cool down period.
- Phone call to parent (Head Teacher involved).
- Ultimately exclusion – usually by Head or Senior Teacher (following guidelines on exclusion – Appendix 3 approved by Governing Body).



Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where it is felt necessary help from the Educational Psychologist and/or Behaviour Support Service may be called upon through group discussions.

## **Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy. The Class Teacher will record minor classroom incidents and the Head Teacher will record those incidents when a child is sent to her. The Head Teacher keeps a record of suspensions. It is the responsibility of the governors to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed annually by staff and governors.



## **Other relevant documents**

Anti bullying policy

Race Equality policy

SEN Policy

PSHE policy

## **Appendices attached**

Home School Agreement (Appendix 1)

Our Integrity Star (Appendix 2)  
(School Rules)

Exclusions (Appendix 3)

The Costock Way (Appendix 4)  
(Code of Behaviour)

Playtime Code (Appendix 5)



## Appendix 1

### Home School Agreement

#### The School will

- Value and respect each child as an individual
- Encourage high expectations and pride in achievement
- Recognise and praise progress and achievement
- Provide opportunities for pupils to develop their potential in all areas
- Inform parents of the progress and welfare of their children
- Provide and monitor homework, appropriate to your child
- Provide a safe and orderly environment in which to work
- Listen to parents' views and concerns

Signed..... (Class Teacher)

#### The Family will:

- Support the school in its aims and values
- Ensure their child's regular and punctual attendance
- Notify the school early on the first day of the reason for their child's absence
- Support the school's code of conduct for behaviour
- Support their child in the schoolwork they are expected to do at home
- Tell the school about any circumstances which may affect their child
- Attend parents' evenings and discussions about their child's progress
- Ensure that their child wears appropriate uniform for school including suitable dress for P.E. activities.

Signed..... (Parent(s))

#### Pupils will:

- Respect each member of the school community
- Be friendly and treat others as they would like to be treated
- Respect school and class rules and look after the school and its surroundings
- Attend school regularly and punctually and bring the correct equipment
- Try their best and work hard
- Wear appropriate clothing for school including suitable dress for P.E. activities

Signed..... (Pupil)



## Appendix 2

### Our Integrity Star

#### School Rules

- I will do as I am told first time
- I will always try my best
- I will be polite and kind to others
- I will take responsibility of my own learning and actions
- I will take pride in our school



## Appendix 3

### Exclusions Guidance

The Department has drawn up detailed guidance on Exclusion from Schools and Pupil Referral Units containing information on when and how exclusion should be implemented, and procedures for appeals against exclusion. The guidance can be seen in full the DfE website.

<http://www.education.gov.uk/a0076478/exclusion-guidance>

This guidance, published in 2008, is composed of six different parts and can be downloaded from the associated resources box on this page. All statutory guidance and legislation published on this site continues to reflect the current legal position. However, some parts of this guidance have not been updated with the latest legislation.

Following the proposed changes in the Education Bill, we will consult on both the revised guidance and the new regulations after Royal Assent. The new provision will come into force on 1 September 2012 and the current guidance continues to apply until then.

The Department's funded parental helpline on exclusion matters is now provided by **The Children's Legal Centre**. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0808 802 0008 or <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24 December to 1 January.

This parental helpline used to be run by the Advisory Centre for Education (ACE), as mentioned in the model exclusion letters that are part of the exclusion guidance.

We have updated our online model exclusion letters with the contact details of The Children's Legal Centre.



## Appendix 4

### The Costock Way

#### Code of Behaviour

As staff, pupils and visitors, we

- Always try to do our best;
- Treat others as we would want to be treated;
- Are kind and don't hurt others or their feelings;
- Are honest and tell the truth;
- Are good listeners and thoughtful speakers;
- Respect property.

**Nurturing the potential of all ...  
striving to be the best we can be ...  
together we ...**

**are all stars!**



## Playground Code

- We look after each other and play safely
- We follow instructions straight away
- We show respect for people, property and the environment
- We ask children on their own to join in with our games
- We say sorry if we hurt or bump into anyone by accident
- We stop and stand still when we hear the bell
- We take care of our equipment



## Steps on the behaviour ladder

Step 1 - Verbal warning

Step 2 - Lose 5 minutes of playtime

Step 3 - Lose whole playtime

Step 4 - The child will go to the head teacher and parents will be informed and may be asked to come and discuss any further action to be taken.

- At every step on the behaviour ladder children are given the opportunity to reflect on their behaviour.
- At each step they are informed of the consequences of their actions and reminded of the options they have.
- The steps on the ladder may not always be followed from step to step and parents may be informed to the type of behaviour immediately.
- If a serious incident should occur staff may move directly to a step that would provide a child with time to reflect on their behaviour.
- In very serious cases children may move directly to step 4.

