



All Saints Carshalton, Church of England Primary School

Policy for Behaviour and Discipline (including Anti Bullying Policy)

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Originally drawn up and agreed by staff - 1997

Agreed by Governors - 1997 Reviewed by Governors - 2007

Reviewed /Rewritten - 2000, 2002, Sept 2006, Jan 2007, March 2011, 2013, March 2016

Next Review - March 2019

‘All Saints School seeks to provide a high standard of education within a Christian community where every person is valued as an individual.’

Aims

The behaviour policy is based on the aims of the Mission Statement and affirms that all pupils have the right to expect to be safe at school and to be free to learn and play in a secure environment where they treat others with respect and are themselves treated with respect.

Objectives

At All Saints we aim to :

- Promote Christian ideals by example and encouragement
- Foster a sense of self worth in all pupils.
- Encourage respect for other people - both adults and children
- Encourage a respect for other people's property and the school's property
- Develop self discipline
- Ensure that the school is a safe and secure environment for all
- Educate all pupils to achieve their potential
- Encourage individual love of learning
- Foster pupils pride in their own achievements and behaviour

In order to achieve these aims:

Teachers should:

- Adhere to the Foundation, Key Stage 1 and Key Stage 2 Behaviour Learning Journeys and revisit it as a class/group every half-term (Appendix 2, 3 and 4)
- Set an agreed standard of acceptable behaviour from the children at the outset and ensure that this is consistent throughout the school
- Use adherence to the Golden Guidelines as a measure of good behaviour
- Be aware of all children's behaviour in class and around the school and deal with every incident appropriately, giving mutual support to colleagues
- Inform the class that an incident has been dealt with
- Act as a role model for desired behaviour
- Focus on good behaviour and positive reinforcement, to raise self esteem, giving praise for good behaviour and trying to 'catch the children being good'
- Draw up a list of agreed class rules with the children, including rules for wet play times and display the Golden Guidelines very clearly and mention them frequently
- Be punctual in collecting classes
- Escort the class off the premises at the end of each day
- Create a calm working atmosphere in the classroom, with good access to resources and extension material and well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that work set is appropriate to the children's level, enabling each to be challenged but able to achieve success
- Give time to discuss social/moral issues e.g. in Circle Time

- Remind children frequently that they are representatives of the school when they are on their way to and from school and on school trips and that their behaviour should reflect that expected in school.

Pupils should:

- Adhere to the Foundation, Key Stage 1 and Key Stage 2 Behaviour Learning Journeys
- Follow the Golden Guidelines for the playground
- Follow the agreed code of conduct for their own classroom (class rules) recognising that these are necessary for an ordered, safe and happy community.
- Know that they are representatives of the school when they are on their way to and from school and on school trips and that their behaviour should reflect that expected in school.

Parents should:

- Adhere to the Foundation, Key Stage 1 and Key Stage 2 Behaviour Learning Journeys
- Help the children to understand the rules and the need for them in an ordered society
- Work in partnership with the school to promote high standards of behaviour at all times

Everyone in the school community can help by:

- Adhering to the Foundation, Key Stage 1 and Key Stage 2 Behaviour Learning Journeys
- Being a good role model
- Creating an atmosphere of respect for people and surroundings
- Contributing to a sense of community within the school
- Creating opportunities for pupils to take appropriate responsibilities
- Having a consistent approach
- Giving an opportunity for issues to be discussed

Monitoring and Evaluation

- The class teacher keeps an incident record book.
- The senior midday supervisor records details of all but minor incidents in an incident book.
- All serious incidents reported to the head teacher are logged and appropriate action taken - class teachers are informed.
- Class teachers liaise with parents by phone or in person and report, as appropriate, incidents of good and unsatisfactory behaviour in the classroom.
- For some children it is necessary to set up a behaviour contract or a behaviour book and this is monitored by the class teacher, pupil and signed by the class teacher, head teacher and parent when completed (as appropriate).
- A copy of completed parent discussion forms is passed to the head teacher.
- Incidents of racial harassment are reported to the co-ordinator, Mrs Hart Dyke, who investigates them thoroughly and records them on a monitoring form, which is returned to the LEA at the end of each term.
- The head teacher discusses with the Chair of Governors any incidence of serious misbehaviour, which may lead to a temporary or permanent exclusion.
- Information from all the evidence collected above is used to determine trends or patterns and the success or otherwise of the policy.
- The policy will be reviewed annually in the first instance with input requested from staff, governors, School Council and parents.

Procedures to promote good behaviour and team spirit

In addition to our behaviour ladder, the following procedures are used to give positive support, to encourage children to adhere to school and class rules, to promote helpful, positive behaviour and raise self-esteem.

- A Celebration Assembly
- Out of school achievements noted in our Celebration Assembly
- Buddy system is initiated prior to transfer (Y3 pupils befriend Y2 pupils on a buddy morning held towards the end of the summer term and become their buddy when they transfer to Y3.)
- Monitor jobs allocated within each classroom and, for Y5 and 6 pupils, within the whole school
- An across key stage morning playtime takes place each week
- Charity collections/fund-raising events organised, sometimes by the children themselves
- Children encouraged to organise and take part in competitions/games during lunch time - across the key stages
- A wide variety of clubs provided to encourage self-esteem and self confidence and a sense of community
- Opportunities to work as a team e.g. in presenting class assemblies, team games, choir membership, whole class visits within and beyond the community
- Children are asked to pass on information through the School Council to promote good behaviour and team spirit.
- A reward of extra playtime is given to the winning team each half term - this is supervised by the Head Teacher.
- There is a visual display in the hall showing how each team is progressing through the year.

Staff Development

- All staff, including midday supervisors, will have an opportunity to attend training on behaviour management through the LA INSET package and more specific whole school training when this is identified in the School Improvement Plan.
- Newly qualified teachers can learn more about behaviour management from classroom observations of more experienced colleagues.
- Advice on behaviour management is available from the Inclusion Manager and other staff members as well as from the LA inspector, Behaviour Support Team and the educational psychologist.

Roles and Responsibilities

- Class teachers usually deal with incidents of unsatisfactory behaviour in the classroom, using various strategies agreed when establishing the rules of the classroom.
- Teaching and non-teaching staff, work together to promote good behaviour. Communication between the class teacher and lunchtime supervisors is via a quick word to the senior midday supervisor at the end of lunchtime.
- The Senior Midday supervisor meets regularly with the Head Teacher so issues of a pastoral nature can be discussed and all staff are kept informed.
- More persistent bad behaviour and incidents of swearing, bullying, fighting or racial harassment should be recorded appropriately.
(See the separate Anti-Bullying (attached and Racial Harassment policies.)

Golden Guidelines in the Playground

See guidelines agreed by the School Council Summer 2006 see Appendix 1.

Rewards and Sanctions

We wish our school to have a positive ethos and we seek to reward high standards in all aspects of school life, including behaviour. These are clearly set out in our Foundation, Key Stage 1 and Key Stage 2 Behaviour Learning Journeys. (See Appendix 2, 3 and 4).

Please note that all staff are equally valued and use the same reward and sanctions systems.

At All Saints we believe that the best way to encourage acceptable behaviour is to reward pupils who exhibit such behaviour; the following rewards are used:

- Praise from the any adults for good behaviour, good effort, helpfulness or kindness and good work.
- Stamps or stickers in the Nursery and infants and house points in the juniors to acknowledge extra effort either in work or behaviour.
- Special effort and good work taken to be shown to another teacher or the Head Teacher at any time.
- Recognition of effort or behaviour either in class or at lunch time by award of a certificate or star in "Celebration Assembly".

When children's behaviour is unacceptable the following sanctions have been agreed; these sanctions are hierarchical and most children will not proceed beyond the first or second stage. In certain extreme cases of violent or disruptive behaviour a pupil may be referred direct to the Head Teacher who will decide what the next course of action should be:

1. Classroom Behaviour

- Verbal reprimand from Class Teacher or Teaching Assistant
- Child moved to another place
- Child sent to Key Stage Leader (supervised)
- Child sent to Deputy Head Teacher (supervised)
- Child sent to Head Teacher (supervised)
- Head Teacher may ask parents to come in to discuss the child's behaviour and agree a plan for remedying it.
- The final resort is exclusion and this would be carried out in accordance with the Southwark Exclusion procedures which have been adopted by the Governors

2. Playground Behaviour

- Verbal reprimand from supervising adults
- "Time out" e.g. standing by wall
- Referred to Senior Midday Supervisor
- Referred to Class Teacher
- Referred to Deputy Head Teacher
- Referred to Head Teacher
- Parents involvement
- Once again in the final resort is the exclusion process already described.

Serious or persistent bad behaviour should be recorded.

Punishment of whole groups should be avoided wherever possible - every effort should be made to find the culprit.

Bullying

As has been stated before bullying will not be tolerated. Bullying may be defined as;

“The wilful, conscious desire to hurt, threaten or frighten another person/persons. The actions whether physical or verbal are repeated consistently over a period of time i.e. not a one off incident.”

It may include any of the following:

1. Mental bullying:

Name calling of any kind (including homophobic)

Taunting - verbal abuse

Isolated - deliberately being blanked

Spreading rumours

Threatening looks and gestures

Writing unpleasant notes about someone else

Racism

2. Physical bullying including damaging someone else's property

3. Cyber Bullying - using technology to bully others

Abusive texts

Abusive emails

Unpleasant comments in forums and chat rooms

Positive steps to address issues of bullying and racism will be included in:

- Circle time and discussion in class
- Acts of worship
- Religious Education in class
- Drama
- Personal and social education

Bullying is much less likely to occur if everyone is open about it and therefore children are encouraged to "tell" if they are being bullied or know of someone who is being bullied. Any report of bullying will be taken seriously and the following procedures will be adopted as appropriate:

- Establish facts by interviewing victims, witnesses and alleged bullies separately to begin with.
- Once facts are established bully and victim will be seen together by an appropriate adult so that the victim can have the opportunity of confronting the bully with the safety of an adult present (this needs careful handling and methods should be discussed with the Head Teacher or Deputy Head).
- Parents of a bully may be called into school where bullying is serious or persistent and an action plan will be drawn up with appropriate sanctions
- When bullying is serious or persistent and sanctions are appropriate these will follow a similar hierarchy to those for other unacceptable behaviour.
- Please see section on Home/School Links for further steps which will be taken to support the victim of any bullying.

(See Anti-Bullying Policy Appendix 5).

Children with Special Educational Needs

Children who are displaying emotional or behavioural difficulties will be entered onto the school Special Needs Register and will be dealt with in accordance with the school's Special Educational Needs and Disabilities policy. An Individual Education Plan will be drawn up and will involve small step targets for the child to aim at; parents will be involved in discussing the Individual Education Plan with the class teacher. This will be reviewed termly with the parents and child as appropriate. Outside professional agencies will be consulted for advice and support as necessary.

Multi-Cultural Issues

- This behaviour policy will be applied to all pupils and staff without prejudice and irrespective of their racial background.
- Racism and racial abuse will not be tolerated. All cases of such abuse must be reported in accordance with the school racial harassment policy and the incident must be recorded on the LA monitoring form and returned to the LA each term.
- Children from all ethnic backgrounds are encouraged to develop their own sense of self worth and to take a pride in their own cultural heritage.

Home/School Links

The school seeks to work in partnership with parents as this is seen as essential for the well-being of all the pupils. All parents will be asked to sign a home/school contract when their child starts school. This contract will specify certain obligations for the parents and also obligations for the school.

- If a child is experiencing problems at school his or her parents are encouraged to see the class teacher, Key Stage leader, Deputy Head Teacher or the Head Teacher so that the problem can be addressed.
- If a parent is concerned that their child is being bullied they should contact the school.
- If any child is causing a problem by their behaviour at school, parents will be informed and if the problem persists the school and the parents will work together to try to resolve the problem. In some cases it may be useful or necessary to set up a daily or weekly contact between the class teacher and the parent in order to monitor and try to improve a child's behaviour.
- If a child is exhibiting serious behavioural difficulties an Individual Education Plan will be drawn up and this will be shared with his or her parents (see Special Educational Needs section).

Child Protection

Any member of staff who is told of any incident, or who has a strong suspicion of physical, emotional, neglect or sexual abuse occurring inside or outside the school, or at home, must immediately report the information to the Head Teacher. Likewise any suspicion of domestic violence, FGM and Radicalisation should be reported immediately to the Head Teacher. See the Child Protection Policy for further details.

Child abuse to be reported includes:

- abuse of a pupil by a staff member or other adult
- abuse at home which a pupil reports to staff
- abuse by a stranger outside school
- abuse by one pupil of another pupil.

This behaviour policy is the result of extended discussion with pupils, teachers, support staff, parents and governors.

APPENDIX 1

Our Golden Guidelines

Be kind.

Tell the truth first time.

Include others in your games.

Be polite to everyone.

Play safely and fairly.

Look after and share the equipment.

Make playtime happy for everyone