

We Work, We Play,
We Care, We Pray



Policy for Behaviour and Discipline

*The joy of the Lord is
Your Strength
Nehemiah 8:10*

*Within God's family we nurture, teach
and support each other, opening doors for
all.*

*The joy of the Lord and our Christian
values help us to flourish in school and in
our community; as communicators,
explorers, readers and believers*

Policy created August 2023

Agreed date:

This policy is put into practise alongside our vision and Christian values.

We are all:

- Communicators
- Explorers
- Readers
- Believers

Through our behaviour expectations we interweave these drivers in as many ways as possible.

For example:

Communicators – our behaviour expectations will help to provide a ‘safe’ space for children to be able to communicate their own ideas, feelings and beliefs.

Explorers – our behaviour expectations will support children to explore their world with confidence, from a secure and safe space.

Readers - as part of learning about behaviour expectations a range of texts are used particularly within PSHCE. We also encourage children to read widely and that includes texts which will help children to understand how to behave well towards each other and themselves and different strategies to use.

Believers – our behaviour expectations are based securely within the teachings of Jesus and Christian Values and these links will be explored in RE, Worship and the wider curriculum.

Staff responsibilities

- To reflect our Christian values and motto ‘we learn and we pray, we care and we play ’ and that forgiveness must be in line with ‘Love one another as I have loved you’
- To make clear our expectations of good behaviour
- To treat all children fairly and with respect
- To raise children’s self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment – physically, emotionally and spiritually
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To deal with any incidents promptly and inform parents were necessary
- To recognise that each child is an individual and to be aware of his/her needs

Positive Rewards

Praise – Verbal, written, sticker, friendly word or gesture, referral to another adult. Research suggests that a ‘high five’ can be particularly impactful, in some cases, if it is clear what it is for.

Class Dojos – Dojos are awarded for good behaviour, good manners, demonstrating Christian Values, and effort including exceptional (to the child) and work.

Mitres – Dojo awards are collated and turned into ‘Mitres’ which can be spent in the school Mere Stores or saved in the school bank towards something more costly. (Classes are allocated a specific opening day on which they can spend or save their Mitres twice per year.)

Class Reward – A class a reward for whole class behaviour may be awarded. This will be received when a class completes their target (e.g. 30 marbles in the jar.)

Success/Value award – Each week a child from each class will be chosen to receive a Christian Values award, and a CERB (Communicators, Explorers, Readers and Believers) award. These are given out during Celebration Worship and parents of those children are invited to attend

Securing consistent consequences

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:-

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents were deemed appropriate

Behaviour may be divided into different levels of disruption and this may affect the consequence.

Low level - This is day-to-day classroom behaviour that would be handled by the class teacher and TAs. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others working.

Medium level - This is behaviour that could lead to involvement of a senior teacher.

Examples would be: continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, and answering back

High level - This is serious behaviour that would lead to involvement of the Executive Headteacher or Head of School. Examples would be: continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, stealing, inappropriate language, walking away or out of the classroom/school, refusing to do as asked by a member of staff, racist remarks/comments, bullying.

Classroom Behaviour System

Teachers have the right to teach and children have the right to learn. Children who break the 'Bishop Wilson Rules' stop teachers from teaching and stop themselves and others from learning.

The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

Step 1: Non-verbal warning

Step 2: Say the child's name

Step 3: Verbal reminder on what behaviour is wrong and how to change it.

Step 4: 2nd verbal reminder.

Step 5: Children will be moved to another area of the classroom to re-engage with their learning for the remainder of the lesson. Children will be spoken to at end of lesson and apologise. It is the teacher's responsibility to try and support a change in behaviour e.g. moving class spaces around.

Step 6: Children to be sent for a 5-10 minute time out in an agreed place (time is age dependent).

Some children may need personalised rewards/consequence systems and these are to be agreed with parents and in these cases the children follow the agreed processes.

If behaviour continued or in the case of high level disruption the pupil will be sent directly to the Headteacher/Head of School. Parents will be contacted and necessary consequences and action taken. See exclusion policy.

Each child will make a fresh start 'Ready to Learn' the lesson after the removal if they have shown positive behaviour.

Foundation Stage

A time out zone may be used if children need chance to calm down.

All behaviour will be explained and children supported with how to improve.

Lunch and Playtime

On a playground we expect the same standard of behaviour as in the school building.

If an incident happens all children involved will be asked to come and speak to the person on duty. If it can be solved this is encouraged. If a consequence is necessary this will be passed to the class teacher or HOS/executive Headteacher to be decided e.g. missing a break time.

At lunchtime children should be sent to teacher if this is needed or to a timeout zone to calm down.

Children will be expected to line up on the whistles in a sensible and orderly fashion and be greeted by the class teacher.

Assembly

If a child is disruptive in assembly they will be asked to remain behind afterwards to apologise to member of staff. All classes should have an assembly line to ensure minimal disruption.

Method of Recording -

Accurate records are needed and all incidents are now recorded on CPOMS

We have a format for recording incidents.

Who:

Where:

When:

What Happened? Action Taken: How was incident followed up?

Talk to each child individually and record information. If the child needs to talk fill it in later, but it is important to ensure the information is agreed upon. It is important to keep to the headings when asking questions. After the incident is calm staff should reflect with the children on what Christian values could help us and if relevant what Bible stories could teach us to react differently.

Decide in consultation with the Head whether to involve parents, GENERALLY, this should be a standard procedure.

This school has an anti-bullying booklet created by pupils. It is available in all classrooms.

A clear understanding of what bullying is is important.

Early response is an important factor in eradicating bullying and for maintaining co-operative behaviour.

Victims need support from their parents and teachers to help them to increase their self-esteem and social skills.

Bullies need to develop social skills and will need help from parents and teachers to change their behaviour.

All staff need to be able to operate policy.

ALL staff should respond immediately to signs of bullying. They can then make brief notes and inform Executive Head or Head of School who will interview children and record the incident.

Organisation

The Behaviour Policy operates alongside the 'Anti Bullying Policy'.

Curriculum

Anti-Bullying awareness and social skills are included in PSHCE often delivered in circle time.

Circle time is used by teachers to:-

1. Identify problems.
2. Analyse.
3. Solution.
4. Present solution.
5. Review solution.

Pupils need to be encouraged to be assertive from an early age. This can be practised in role play in circle time in order that they become familiar with techniques to use.

- making verbal assertive statements (eg "I don't like you doing that")
- resisting manipulation and threats
- leaving a bullying situation
- enlisting support from others
- boosting own self-esteem
- remaining calm in a stressful situation

Pupils need to be made aware that observing bullying requires a response.

Pupils can:-

1. Make sure that no-one is left out of a group.
2. Ensure that they do not smile or laugh at bullying.
3. Tell a member of staff.
4. Tell bully (bullies) to stop.
5. Show that they do not approve.

Monitoring.

The Executive Headteacher/Head of School will monitor the effectiveness of this policy and ensure that appropriate records are kept. This monitoring and relevant records will be shared with governors for review.