

BISHOP WOOD C OF E JUNIOR SCHOOL
BEHAVIOUR AND DISCIPLINE POLICY



1. Aims and Expectations

- ✚ It is a primary aim of Bishop Wood School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- ✚ The school has a number of golden rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- ✚ The school expects every member of the school community to behave in a considerate way towards others. This means that staff are expected to set a professional example to which pupils will aspire.
- ✚ We treat all children fairly and apply this behaviour policy in a consistent way. Our aim is to provide guidelines as to how to behave safely within school and encourage good behaviour by setting up a system that rewards good behaviour. This means we are positive about behaviour that meets the required standard. We record inappropriate behaviour and bring it to the attention of parents where necessary and we attempt to diagnose why certain behaviour is present in a child so that this can be understood and targets set for improvement.
- ✚ This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- ✚ The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards and Sanctions

- ✚ Good behaviour is encouraged through the reinforcement and encouragement of positive behaviour using the concepts of Circle Time and Golden Time as a foundation. There are a number of procedures for particular use at playtimes and lunchtimes. In addition, we endeavour to employ certain other strategies that we hope will have a positive effect on behaviour.

We praise and reward children in a variety of ways:

- ✚ Teachers congratulate children.
- ✚ Teachers give children effort and excellent marks.
- ✚ Each week certificates are awarded in assembly for effort and excellence as well as other special endeavours.
- ✚ Fortnightly one child from each class is nominated to achieve the 3E certificate for having demonstrated the focused quality we have been working on.
- ✚ At the end of the school year children who have taken on specific duties and responsibilities within the school are awarded a special certificate in recognition of this.
- ✚ We acknowledge outstanding effort or acts of kindness in school.
- ✚ All classes have an opportunity to lead an achievement assembly where they may show examples of their learning.
- ✚ The school acknowledges all the efforts and achievements of children, both in and out of school.
- ✚ Children are encouraged to share these at the celebration assembly each week.
- ✚ There is a Headteacher's Special Award that can be given to children for exceptional effort or achievement, as requested by the class teacher.

Procedures for Promoting Positive Behaviour

Good to be Green

- ✚ In each classroom there is a "Good to be Green" chart. On the chart there is space for three cards next to the child's name. At the start of each day the green "It's Good to be Green" card is displayed for each child. Teachers may choose to use Privilege Cards to reward good behaviour. If a child breaks a Golden Rule, the teacher will remind the child which golden rule has been broken and give a verbal warning. If this behaviour is repeated that day a yellow warning card is placed on the chart next to that child's name. At this point the teacher may move the child to another area of the classroom. A further incident then results in a red consequence card. The child may then be removed to a partner class. Any continued poor behaviour after this point means the child is sent to the Headteacher who may then inform the child's parents. At the start of each new day, each child reverts to a green "Good to be Green" card because we believe that each new day is a new beginning.

Circle Time

- ✚ This is a planned programme of activities undertaken within PHSE lessons. It involves the sharing of problems, and the understanding of others' points of view within "no-blame, no-name" discussions. Children should feel they have been consulted, thanked and become part of the class "team." It is hoped this will lead to enhanced self-esteem, better relationships within the class, and ultimately, improved behaviour.

Golden Time

- ✚ This is based on the Golden Rules, which are displayed around the school, in classrooms and on the playground. In the early PHSE lessons of each year, the teacher may discuss these with the class, expanding on them or adapting them slightly so that they are especially relevant. The key points are that the rules should be about social attitudes rather than safety, and they should remain positive.

- ⊕ As a way of celebrating their keeping of these rules, the children are given $\frac{3}{4}$ of an hour Golden Time each week. Children are offered the chance to sign up for weekly activities offered by staff and, occasionally, parents. Classes who collect most Bishop Wood Shields for good playground behaviour and environmental awareness throughout the week earn ten minutes additional playtime on Friday lunchtime.
- ⊕ As a sanction, the class teacher can prevent a poorly behaved child from taking part in some or, exceptionally, all of the Golden Time session. The child who has lost Golden Time must sit in silence and watch their time tick away on a timer.

Playtimes and Lunchtimes

- ⊕ Playground Squad facilitate happy playtimes by manning the Friendship Stop and distributing the play equipment. Sports Leaders also support this ethos. We aim to be an inclusive school and encourage cooperation at all times. A member of staff in conjunction with the Senior Midday Supervisor oversees the work of Playground Squad in order to make it as effective as possible.
- ⊕ Children are encouraged to be assertive (not aggressive) towards others who are annoying them during playtimes. The child who feels threatened or annoyed should approach the person who is upsetting them and say,
 - 1." When you did....."
 - 2."This makes me feel....."
 - 3."I would like you to....."

This type of approach needs teaching to the children through drama and circle time sessions and is reinforced through special assemblies from time to time.

- ⊕ A card system has been introduced to help children manage their own behaviour on the field or playground. If a child is worried, they ask the teacher or MSA on duty for a green card; if they are angry they ask for a purple one. They then take that card to the staff room and ask to speak to a teacher about the problem. Where possible, the class teacher of the child involved will assist, and the discussion would normally take place in the library. If necessary, the 3 point conflict resolution system referred to above would be used.

Peer Mediation

- ⊕ Most staff (teachers, LSAs and MSAs) have been trained in peer mediation techniques. Specific pupils have been trained as peer mediators. Peer mediators are available at lunchtimes to assist in pupil disputes where the usual strategies for conflict resolution have been tried and been unsuccessful. A member of staff oversees the work and training of the peer mediators

School Council

- ⊕ The School Council exists in part so that pupil concerns over play times and lunchtimes can be discussed. School Council representatives can provide feedback to their classmates on topics discussed and where possible teachers should make time for this process, perhaps within PSHE lessons.

In the Classroom

- ⊕ As stated in the aims of our policy, it is important that staff behave professionally within school at all times, as this will have a positive effect on the

children's actions. This implies that we should work co-operatively together, comply with agreed policies, support each other and the school in front of the children at all times and discuss misunderstandings in private.

- † The expectation at Bishop Wood School is that staff plan and carry out classroom activities to a very high standard. This is of great value when attempting to foster good behaviour amongst the pupils. The following is a list of tips which if followed should have a positive effect on behaviour:

The classroom should have:

- † A variety of working areas with a layout to facilitate the movements of children.
- † Interesting, stimulating and well presented displays relevant to work being done.
- † A range of quality books and resources that are accessible, tidy and well labelled.
- † Evidence of children's involvement in maintaining the environment and taking pride in it.
- † A social code which is based on the Golden Rules.

The children should be:

- † Working appropriately in a variety of learning situations.
- † Using questions to develop understanding.
- † Seeing tasks through to completion.
- † Producing work of quality which is appropriate to their ability.
- † Learning and working independently and collaboratively.
- † Choosing suitable resources for the task.
- † Able to get out and return their own equipment.

The teacher should:

- † Be well prepared and keep records.
- † Set realistic targets for learning.
- † Provide a range of differentiated tasks for children of different abilities.
- † Use appropriate strategies for assessment.
- † Maintain a moderate noise level appropriate to the task in hand.
- † Value helpers and give them clear guidelines.
- † Encourage contact with parents and keep them informed of their child's progress.

Consequences of Poor Behaviour

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- † We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- † We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

- ⊕ If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- ⊕ The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- ⊕ If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Cross Reference: anti-Bullying Policy)
- ⊕ Poor behaviour in class such as calling out, not completing set work, or constant chattering will be dealt with by the class teacher. Sanctions include staying in to complete unfinished or other work for all or part of playtime. The loss of Golden Time would also be a consideration.
- ⊕ If a child is being particularly difficult, he/she can be removed to a partner class for the remainder of that session. If this is unsuccessful, the child can be sent to the class taught by the Deputy Head, Senior Teacher or SENCO.
- ⊕ If such action is deemed necessary on a regular basis, parents will be invited in to discuss the problem with the class teacher and, if appropriate, a member of the SMT.
- ⊕ An individual behaviour record may be established in which the teacher records session by session comments on the child's behaviour and this is sent home daily for parental inspection. At the end of an agreed period, the contents of this record would be discussed and further actions agreed on.
- ⊕ Aggressive or deliberately destructive behaviour at playtime or lunchtime would also normally be referred to the Deputy or Senior Teacher who would keep the child off the playground for a certain amount of time and record the incident. In extreme cases, the matter might be referred to the Head who has the right to send a child home for lunch. Children who run off site should not be chased but parents and then the police (if the pupil has not simply run home) informed.
- ⊕ In an attempt to prevent exclusion it is possible to place a child on a part time timetable. This would be done in consultation with the inclusion support team and the Education Welfare Officer

Fixed-term and Permanent Exclusions

- ⊕ We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is: www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

- ⊕ Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- ⊕ If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- ⊕ The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- ⊕ The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- ⊕ The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- ⊕ When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- ⊕ If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Liaison with Outside Agencies

- ⊕ It is acknowledged by the school that many children may have particular emotional, social, medical or learning difficulties which may on occasions contribute to them displaying challenging behaviour. In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it, and put together targets for improvement and ways of achieving these targets. This may be done by the SENCO and class teacher during IEP discussions.

The following is a list of outside agencies with whom the school may be involved:

- ⊕ Educational Psychology Service
- ⊕ Dacorum Education Support Service
- ⊕ Behaviour Support Team
- ⊕ School Nurse
- ⊕ Education Welfare Officer
- ⊕ Special Needs Teaching Team (staff with specialist knowledge in areas such as hearing and visual impairment, autism and aspergers syndrome, dyslexia, dyspraxia,etc.)
- ⊕ Social Services

Safe Behaviour

- ⊕ The following is a list of rules to ensure the safety of all when using certain areas of the school grounds. These should be emphasised at the start of each

school year and at other times as necessary both in assembly and by class teachers.

On the playground apparatus:

- ✚ Only play on the apparatus if an adult is present
- ✚ Only use in dry weather
- ✚ Do not push anybody else
- ✚ Only use the area when it is your turn on the rota
- ✚ Use sensible clothing when playing here-e.g. no open, flapping coats.

On the main playgrounds:

- ✚ When it is your turn to play ball games, only use sponge balls
- ✚ Do not push each other or pull clothes when playing physical games

On the field:

- ✚ Play in the Wildlife Area only when it is your turn and do not play on the bank outside the classrooms or around the Temperance Hall at any time

On the Quiet Play Area

- ✚ This is for any game that does not involve a ball or chasing.

3. Roles and Responsibilities

The Role of the Class Teacher

- ✚ It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- ✚ The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- ✚ The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- ✚ If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- ✚ The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- ✚ The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

- ✚ It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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 headteacher to ensure the health, safety and welfare of all children in the school.

- † The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- † The headteacher keeps records of all reported serious incidents of misbehaviour.
- † The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

The Role of Parents

- † The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- † We explain the school rules in the school prospectus and at the New Parents Meetings, and we expect parents to support them.
- † We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- † If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, the formal complaints process can be implemented.

The Role of Governors

- † The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

4. Monitoring and Review

- † The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- † The school keeps a variety of records concerning incidents of misbehaviour as appropriate. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

- ✚ The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- ✚ It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality and ensure that no child is treated unfairly because of race or ethnic background.
- ✚ The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.