



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow

Behaviour, Discipline and Well-Being Policy



Rationale

At Charlesworth (VC) Primary School we teach children positive self-discipline in an ethos and environment where everyone respects each other and takes responsibility for their own behaviour. This is done in the context of the Behaviour and Discipline in School (DfE Jan 2016) guidelines. We promote a Christian ethos where children are encouraged to develop personal Values for Life that will enable them to grow into, and contribute to, their various communities and beyond. This is achieved through setting clear expectations and boundaries; encouraging children to follow those guidelines and rewarding good behaviour; responding quickly and in a graded response when these guidelines are not followed and supporting those children who find managing their emotions and behaviour difficult.

As an Attachment Aware lead school, we understand that behaviour is often the external sign of unmet attachment needs. Often behaviour management is a 'find and fix' process that manages situations but has little impact on preventing it happening in the first place. At Charlesworth School, all behaviour policy and practice seeks to understand the reasons behind the behaviour in order to 'predict and prevent' behaviours.

Aims and Objectives

The objectives of this policy are to develop learning experiences that:

- Promote good behaviour, self-discipline and mutual respect
- Ensure an environment where all can learn
- Prevent bullying
- Develop an understanding of the right and wrong choices within a clear moral framework
- To promote the rights of children as defined by the United Nations Commission on the Rights of Children to meet children's basic needs and help them to reach their full potential.
- To support the outcomes identified for all learners in the Curriculum Vision Statement

Charlesworth School aims to provide an interesting and challenging range of learning experiences which enable all to:

- Be successful, independent individuals who enjoy learning, work hard, make good progress and achieve their best.
- Be confident individuals who feel secure and happy and know how to live safe healthy and fulfilling lives.

- Be responsible individuals who make valuable contribution to the local community and in society at large (see Statement on British Values available to download from the school website).
- Be considerate, caring and respectful individuals who positively promote Christian Values.

Procedures and Practice:

Golden Rules

Expectations of behaviour at all times (i.e., in class and on the playground) will be guided by a clear set of expectations. These Golden Rules will be clearly displayed around the school and referred to in order to reinforce those expectations, to challenge poor behaviour choices and to reward good behaviour choices.

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anyone's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our time or other's time

We look after property

We don't waste or damage things

Good behaviour choices are learned through example and practice. Therefore we expect all adults and older children to lead by example. In light of this, responsibility is placed on Y2 and Y6 to show leadership within the two school sites. Other children are given a range of responsibilities within school and peer voice and support is integral to the promotion of a safe and well-disciplined environment.

Rewards

Rewards play an important role and it is important to 'catch children being good' to reinforce the value of good choices and to celebrate good role models. At Charlesworth School, children constantly receive praise and rewards for good work and behaviour.

Verbal praise will be in direct response to behaviour and learning so that it is specific and directly in response to a child's achievements. In order to reinforce good behaviour, verbal praise will be given to individuals or groups and supported by an

explanation for the reason the praise was given. In order to be of value, it will be given or celebrated in front of staff and other pupils.

Rewards allow children to celebrate their achievement with their family and to be recognised by the whole class/school. A range of rewards will be used dependent on the nature of the achievement and the impact on those around the child. These may include:

- House points
- Stars
- Stickers
- Stamps
- Positive notes home
- Phone calls home
- Letters from the Headteacher

At **Leaves Assembly**, specific focus is given to sharing achievements with peers. Each week children are nominated for: good work, being helpful, being polite, listening, trying hard, smart dress/ attitude, numeracy and literacy. A special award from the Headteacher is presented to children who display all of the above. Children's names are printed on leaves and added to the Charlesworth School tree. Children know that they are valued whether individually or as part of a class.

Regular attendance is also encouraged when the names of children with 100% attendance are drawn from a hat and a reward given. High attendance will be rewarded each year with a special certificate.

Sportsmanship is also celebrated and rewarded as children recommend their peers to the sports coaches for their attitude towards themselves and others during sports sessions. These awards culminate in a termly sportsman award that is presented at Open Worship when parents are invited to share the experience.

Sanctions

The Good To Be Green scheme is used throughout the school to ensure a consistent approach to behaviour management. It is expected that all children will be clear about what constitutes good behaviour and what sanctions will be used in response to poor behaviour choices.

1. All children will be encouraged to follow the school rules and display their 'Good to be Green' card on the class chart.
2. If a child chooses to break the rule a verbal warning will be given, the child is expected to reflect on their behaviour, apologise and make amends.
3. The second time a rule is broken the child will receive a yellow card on the class chart and their parents will be informed. (in KS2 they will also lose 5 minutes of golden time).

4. The third time a rule is broken the child will receive a red card, their parents will be informed and they will lose five minutes of the next playtime.

For the vast majority of children, it is expected that these sanctions are sufficient and that school can work with parents to address any inappropriate behaviour. However, if a pupil continues to break the Golden Rules or if any of the behaviours are significant (e.g., bullying and abusive or racist language), then a further range of sanctions will be used:-

5. If the child has a red card on their chart there will be increasing sanctions (see appendices) that include seclusion (where the child is educated outside of their normal classroom).

In Y1 to Y6, the red card will remain on the board for the whole day and each day will be considered a fresh start. In EYFS the card remains on the board for half a day and each session (AM or PM) is considered to be a fresh start.

Parents (carers) will be informed through the home/school diary if their child has received a yellow or red card and about any loss of privilege.

Unacceptable behaviours that Escalate School Response

When a pupil consistently makes poor behaviour choices or when their action poses immediate threat to the safety, well-being or learning of other pupils, then the school will respond quickly and proportionately to address the behaviour. Such behaviours may include:-

- Fighting of all forms
- Bullying of all forms (see Anti-Bullying Policy available for download from the school website)
- Severe verbal abuse of a child or adult, the latter being heard by an adult.
- Physical assault of a child or adult
- Unprovoked intentional violent actions likely to or actually causing injury to a child or adult.
- Threatening behaviour witnessed by an adult.
- Extreme anti-social behaviour.
- Refusal to co-operate.
- Throwing objects to endanger.
- Intentional swearing, racist, sexist or homophobic remarks heard by an adult.

The sanction will be proportionate to the severity of the behaviour and the risk to other children or adults. It may include one or more of the following:-

- **Loss of playtimes** that begins immediately and lasts for a 24 hour period (i.e. extending into the next day if the incident happened during lunch or afternoon play). Parents will be contacted by the class teacher and Headteacher will be informed.
- **Internal Seclusion** (educated in another class) that begins immediately and lasts for a 24 hour period and includes missing playtimes. Parents will be contacted by the class teacher and a meeting arranged to discuss the incident(s) where the Headteacher may be invited.
- **Isolation** from class (and playtimes) where the child is educated away from other pupils for a period of up to one week (dependent on the ability of an adult to support the child's learning). This will only be used where there is a consistent pattern of poor behaviour choices that put other children and/or adults at risk of harm. In this case, the parents will meet with the teacher and Headteacher to discuss a Behaviour Support Plan (BSP) in order to reintegrate the child back into class and where advice may be sought from DCC behaviour support service.
- **A part-time timetable** may be discussed with parents that enable the child to access important aspects of the curriculum while ensuring the safety and well-being of other members of the school. This will only be implemented with the agreement of parents and where the child is at significant risk of exclusion.
- **Fixed term exclusion** will be used following the DfE guidelines for Exclusion from Maintained Schools (2012). This will normally be used only when all other sanctions (and actions within the BSP) have proved unsuccessful. Parents will be informed in writing and given the right to appeal. On return to the school, the parent and child must meet with the Headteacher for a return to school interview to ensure that the child's reintegration is successful.
- **Permanent Exclusion** is only considered in the most extreme of situations and only when all other avenues have been explored and the child's behaviour remains both unacceptable and a significant risk to the safety, well being and learning of the rest of the school community.

There may be occasions when advice is taken from outside agencies or multi-agency teams who recommend certain strategies or risk assessments or behaviour plans are put in place which on occasions will mean that the school's Behaviour, Discipline and Well-Being policy is over-ridden.

Lunchtime Behaviour Management

At Charlesworth School, we aim to promote social play and enjoyment at lunchtime. This is supported by a wide range of activities e.g., Sports Coaching, music tuition and access to the Wildlife Garden. Although some of the expectations will be different when playing outside or eating in the dining hall, the Golden Rules remain the same. Lunchtime Assistants and other staff are to be shown the same respect and courtesy as Teachers and Teaching Assistants. If children have difficulties with their behaviour at lunchtimes the following procedures will apply and these will be supported and followed up by the class teacher.

1. A verbal warning will be given.
2. The child will walk with an adult for 5 minutes and given time to reflect on their behaviour.
3. The child will walk for 10 minutes and receive a red card and lose five minute of 'Golden Time'.
4. The Class Teacher will be informed and if necessary, the pupil will be given a warning or behaviour card.
5. A message card will be sent with a child for the Headteacher/ Senior Teacher if the child's behaviour is considered totally unsuitable.

Well-Being Support Mechanisms

Charlesworth School recognises that behaviour is mostly a result of the underlying emotional needs of the children and that these need to be understood as a function of unmet attachment needs. Therefore, alongside clear boundaries, appropriate sanction and the reinforcement of good behaviour choices, we will support children whose behaviour does not meet school expectations. This also includes children whose behaviour is withdrawn and unresponsive.

Peer Support

Good role models who have a positive relationship with the child may be chosen to provide peer support especially at less structured times of the day such as lunchtimes and breaks. Their role is to encourage a supported child to think about the consequences of their actions, to help to divert them and , if necessary, to inform staff where behaviour issues are starting to arise (allowing adults to intervene early).

Pastoral Support Plans/Behaviour Support Plan

In order to involve the child in taking ownership for their own behaviour and to evidence the support offered, the school may draw up a Pastoral Support Plan (PSP) to offer emotional support where a child is deemed vulnerable either due to their own behaviour or that of another child. A Behaviour Support Plan (BSP) will be used when a pupil is struggling to meet the behaviour expectations of the school and is putting the learning or safety of other children at risk.

These are produced in discussion with the child and copies are given to parents. In cases of Bullying, both of these mechanisms should be put in place to support both the victim and the perpetrator (see Anti-Bullying Policy which is available for download from the website or on request from the school office).

Therapeutic Support

Charlesworth School has introduced graduated mechanism for supporting well-being through therapeutic approaches. This is not a defined therapy as delivered by a qualified therapist but are procedures informed by and developed in consultation with a qualified therapist.

Our Time

Using the Leuven Scale for Well-Being and Involvement that underpins the EYFS baseline assessment, the school has produced a scale of indicator statements for each phase (EYFS/KS1, LKS1 and UKS2) that enables staff to identify where children may need additional support or monitoring. Over a half term, children explore independently several aspects of learning while the staff will observe their engagement in learning and their interaction with each other and judge which statement on the scale each child fits into. This is then used to ensure that provision or support is matched to need and to monitor improvements. It also enables the school to screen cohorts in order to deploy resources accordingly.

My Time

Children who for various reasons are scoring low on the Well-Being and Involvement scale are offered 1:1 adult support. Sometimes this is because of issues arising from class over a period of time but also to support children experiencing using a period of emotional trauma e.g., bereavement or family separation. A range of resources are used to support aspects of resilience, emotions and relationships. Much of this is derived from the schools previous involvement in the Derbyshire Positive Play programme and through consultation with a Qualified Play Therapist.

Roles and Responsibilities:

Pupils are expected to:

- Be responsible for their own behaviour;
- Report any incident of inappropriate behaviour that they have experienced or witnessed to an adult;
- Engage in any support strategies put in place to improve behaviour and discipline.

Parents and Carers are expected to:

- Support the school ethos and the stance taken to encourage good behaviour. They should communicate this to their child appropriately and be role models and leading through example to support the expectations of the school;
- Ensure their child adheres to the school's expectations;
- Follow the school Complaints procedure if they are unhappy with the management of a specific incidence of behaviour.

Members of Staff in school are expected to:

- All staff must support and uphold the policy;

- Be good role models in their relationships with other adults and children to ensure;
- Teachers should ensure that all incidents are recorded and, if necessary, reported to the Headteacher;
- Teachers should produce and implement Pastoral Support Plans or Behaviour Support Plans as appropriate. These plans must be evaluated and the outcomes reported to the Headteacher

The Headteacher is expected to:

- Implement the school Behaviour, Discipline and Well Being Policy (and associated policies);
- Ensure that its contents are effectively communicated to the school community and that it is applied fairly, consistently and reasonably;
- Monitor and record significant issue of poor behaviour to inform any review of practice and identify any staff training needs;
- Report any recorded incidents of bullying to the governing body as a confidential item.

Governors are expected to:

- Monitoring and reviewing this policy on an annual basis and following consideration of all new guidance;
- ensure that bullying incidents are reported within confidential items;
- Appoint a lead governor with a specific responsibility to liaise with the Headteacher and ensure that the policy is implemented and reviewed.

Monitoring and Evaluating

The effectiveness of the policy should be monitored and evaluated based on:-

- Parent/Pupil Survey
- Feedback from staff
- Frequency and nature of incidents and the effectiveness of the strategies put in place.
- Case Studies of particular incidents
- School Council meeting

The policy will be reviewed on an annual basis in light of evaluative evidence and recent DfE guidance.

Appendices

1. Behaviour Support Plan
2. Pastoral Support Plan
3. Guidance on Sanctions for KS2
4. Safeguarding and Behaviour Recording Form
5. Chronology of Concerns
6. Reflective Notes for Behaviour Review
7. Weekly Behaviour Log Guidance