

CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL POLICIES AND PROCEDURES

Behaviour and Discipline Policy



'Let your light shine' Matthew 5:16 is central to all that we do as a Christian school community. We work together to nurture the well-being, learning and development of everyone, empowering all to shine as individuals through clearly understood values and behaviour, founded in the Christian faith.

Date Reviewed	July 2021
Date adopted by Governing Body	29.9.20 and 15.7.21
Date for next review by Governing Body	July 2022

Rationale

Everyone in our school community has the right to feel safe, respected and valued. They must be free to enjoy their learning. This policy shows the strategies we use to create and sustain constructive behaviour from everyone, in order to ensure the right conditions for learning.

Aims

To have and maintain a good, happy working atmosphere within the school.

We aim to:

- Create an ethos in the school where everyone can feel happy, comfortable, and confident with themselves and each other and where they can operate at their full potential.
- Develop in children the ability to listen and respect each other's views and show kindness, forgiveness and consideration to one another.
- Focus on restorative justice by children discussing the problems together, apologising and forgiving.

Teach the children our school values:

- To show **respect** for each other
- To demonstrate the Christian ethos of **love**
- To be **resilient**, confident and determined to do the best we can in all things
- To demonstrate **trust** in our dealings with others
- To show **integrity** and honesty in all our actions
- To have **belief** that we can all achieve success and excellence that contributes to our Christian community

School Rules

The school rules are our school values which teach children ways of working and developing happily together.

The values are discussed with the children in Collective Worship at the beginning of the year and reinforced with 1/2 termly Collective Worship themes.

Classroom rules

Classroom rules will be established by each class and will reflect their age and stage of development. Routines should be established to create a safe and secure environment. Children will be actively involved in the running of their classroom.

Behaviour Management

Praise and rewards

Children in our school are generally well motivated and self disciplined. They are encouraged to give their best and their efforts are recognised and achievements rewarded.

Each class uses a 'peg' system for rewarding both good behaviours/actions and sanctioning poor behaviour. Initially all children have their named peg placed on the 'good behaviour' chart. If a child demonstrates exemplary actions/ behaviour they are rewarded and move up to recognise this achievement. Poor behaviour is recorded by the named peg moving down the chart. At the Infants this is refreshed each day, at the Juniors once a week. At the Junior site alone, having your peg moved down the chart will mean Golden Time (reward, free time to choose activities for 30 minutes each Friday) is missed in increments of 5 minutes for each peg move. Children wait with a senior member of staff and join the other children for Golden Time, after missing the correct number of minutes. No child will ever miss their whole Golden Time.

In addition to this all children have a credit card where they collect credits for good work and good behaviour. On the reverse of the credit card are the school values. Once the card is filled it is placed in a tombola and at the end of the term two pupils from each key stage are awarded a £5 gift voucher

Celebration Assembly

A weekly assembly recognises the achievements of children in each class. Children may be rewarded for academic achievements, behaviour or other achievements relevant to an individual child. Children will be presented with a certificate detailing their achievement and a presentation bookmark featuring our school values. The school will also recognise the achievements of children out of school.

Children can also receive a values leaf in recognition of the exhibiting the schools values. Achievements will also be rewarded by stickers and house points.

Unacceptable Behaviour

We actively promote positive behaviour. As part of the child's restitution for their behaviour the class teacher, head or deputy will expect the child to reflect on the meaning of our school values in relation to their actions.

An early intervention approach is used for children showing unacceptable behaviour. Initially this will be dealt with by the class teacher and then involvement of parents and Headteacher if the problems continue. The procedures are outlined in the school's 6 stage plan.

Behaviour Record in class

All Junior classes have a chart where children can have their pegs moved in increments of 5 minutes for poor behaviour. On the Infant site the children have a similar system but each day starts afresh.

Individual Behaviour Plan

This will be set up when children reach stage 4 and monitored by class teacher and SLT. Parents will receive a copy of the plan and be involved in the review process. On the reverse of the behaviour plan is a copy of the school values.

Pastoral Support Plan

This supports a pupil at risk of exclusion. The plan is revised frequently and the pupils progress towards achieving his/her targets monitored regularly.

Additional Support

The school will make use of support from the relevant outside agencies for children who reach stage 5. Agencies may be contacted at an earlier date for specific information. The agencies used include:

Specialist teaching Service

Pupil Referral Unit (PRU)

Educational Psychologist

School Nurse

School Doctor

Minority Ethnic and Travellers Achievement Service (METAS)

Bullying

We have a positive approach to behaviour and incidents of bullying are rare at our school. Good examples of considerate behaviour and working together are modelled by all members of the school community

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, happens again and again as part of a pattern of behaviour, and can continue for a long period of time. It always reflects the abuse of power, with one (or more) person(s) a victim and the other, a bully, dominance of the powerful over the powerless.

This means the following behaviour is not tolerated:

- physical aggression, such as hitting, kicking, taking or damaging belongings;

- verbal aggression, such as name calling, threatening comments, insulting, racist remarks, teasing;
- Indirect action, such as deliberately leaving someone out of a social group, or ignoring someone, spreading rumours about someone or about their background or family.

It is also unacceptable to be part of a bullying group. You are involved if you were there and you did not try to stop it or get help.

If bullying is reported the school will take action to ensure the bullying stops, that the victim knows their situation is acknowledged, and that action will be taken to ensure they are safe.

- An incident form will be completed (see appendix 1). This will be kept in a file in the Headteacher's office. Records will be kept for a period of two years. If no further incidents are reported involving the child the report will be destroyed.
- There will be discussions with all parties (including parents if necessary).
- There will be support from staff for those who are bullied and for those who bully, and the opportunity to reflect on their and neglect of school values

Any reported instances of bullying are always treated seriously. The child is listened to, appropriate action taken and the incident will be followed up over several weeks to ensure that the matter has been resolved.

The school will help to reinforce acceptable behaviour through its planned curriculum in P.S.H.E. (Personal, Social, Health Education) RE, Circle time and Collective Worship

The use of reasonable force to control or restrain pupils.

We recognise that there may be times when the use of positive protective handling strategies may be needed. Though we believe that these will be rare occasions it may be necessary to maintain safety of pupils and/or premises. All such incidents will take into regard the guidance for Schools issued by the Buckinghamshire Advisory Service entitled "The Physical Control of Pupils".

Situations in which physical intervention might be appropriate:

- a pupil or pupils committing an act of violence.
- a pupil or pupils causing or threatening to cause injury.
- a pupil or pupils causing deliberate or carrying out acts of violence.
- a pupil who persistently refuses to obey an instruction to leave the classroom.
- a pupil who is behaving in a seriously disruptive way.
- a pupil who attempts to leave a classroom or the school and who would be seen to put him/herself at risk of injury or otherwise in danger by being allowed to leave the premises (e.g. a very young child)

There is no legal definition of "reasonable force" but the school will only use the minimum force needed to address the incident and only after every effort has been made to resolve the issue without resorting to physical restraint techniques.

Four key members of staff have received physical restraint training and these are the only people who can physically restrain pupils in the school.

Any incidents will be reported on the major incident report form which will be kept in the child's file.

Any complaints will be dealt with by the school in the normal way with parents first seeing class teachers and being referred to the Headteacher if necessary. If the complaint is not adequately dealt with the parents may ask the governors to look into the incident.

6 Stage Behaviour Plan

Stage 1

- In class – for each misdemeanour that the teacher deems to be serious enough, the child is 'pegged'. On the Infant site and yr 3 there is a warning given to the child before they are pegged. All efforts are made by the class teacher to avoid pegging a child.
- At playtime and lunchtime the adult in charge will report to the class teacher any misdemeanours and these will be 'pegged'.
- Each day is started afresh on the Infant site with no carry over to the next day. All issues are dealt with on the day they occur.

Stage 2

- If there are 3 records of bad behaviour in one day then the child will see a senior teacher who will talk to the child about concerns regarding their behaviour.

Stage 3

- If a child is repeatedly sent to a senior teacher or misses Golden time on 3 consecutive occasions the children have a report card and parents are informed. We envisage that the vast majority of children would not progress beyond this stage.

Stage 4

- An individual behaviour plan would be established and closely monitored, if stage 3 has had limited effect

Stage 5

- Outside agencies would be contacted for advice and support.

- If the child is in danger of exclusion a Pastoral Support Programme (PSP) would be drawn up and closely monitored.

Stage 6

- If there is still no improvement in the child's behaviour a fixed term exclusion may be necessary.

To reward good behaviour children will be entitled to 'Golden Time' each week.

This is a time when the children enjoy activities of their choice.

Children will lose time for each occasion they have been pegged in increments of 5 minutes. No child will ever lose their whole Golden time of 30 minutes.

Children may have to miss break times for poor behaviour.

Children may be internally excluded if their behaviour warrants it.

Cuddington and Dinton C of E School Bullying Incident Report.

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, happens again and again as part of a pattern of behaviour, and can continue for a long period of time. It always reflects the abuse of power, with one (or more) person(s) a victim and the other, a bully, dominance of the powerful over the powerless.

Date:
Day:
Time:
Place:

Pupil bullied:
Pupil (s) who bully:

Type of incident:

Investigated by:

Frequency:

Reported by:

Parents involved: Yes/No

What led up to the incident?

What did the pupil do?

What did you do in response?

What did the pupil do?

What happened as a result of this?

Date and time of review meeting.

Form completed by: