

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 by S. Roberts May 2020**

**Agreed date:**

This policy is put into practise alongside our vision of living our lives as Christians.

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 we 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.

During the pandemic adaptations have been made to daily routines such as staggered starts and home times, classes being in protective bubbles and changes to our hygiene practices. To meet the needs of our community. We have adopted the slogan ‘Ready, Respectful, Safe’ to remind us of what we have to do. Our behaviour expectations extend to keeping each other safe through listening to and following verbal instructions, reading and following instructional signage, respecting and applying ‘bubble’ and hygiene rules and those which apply in the corridors and communal areas.

### **Staff responsibilities**

- To reflect behavioural events on 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.

### **Pandemic responsibilities**

- To accommodate staggered starts and home times necessary during the pandemic within their daily routines
- To be a good role model

- To give clear regular instructions about hand washing/hygiene and following bubble/open area rules
- To provide emotional support where necessary
- To apply consequences to not following rules

### **Secrets of Success**

At Bishop Wilson CE Primary School it is our belief that by planning for both academic and personal development, all children are able to learn effectively so that they are equipped to grasp all the opportunities available to them in a rapidly changing world.

We are using the work of renowned educator Chris Quigley, who has identified key principles for children to follow and called them the 'Secrets of Success'

These secrets will underpin our school expectations (rules) and our curriculum and the core skills that are taught to your child every day.

These eight 'secrets of success' are taught throughout our school with a focus upon a new secret each half term. Each secret links to a Christian value in line with our Christian ethos.

#### **At Bishop Wilson Primary we try new things (hope, reflection, courage)**

If children are willing to try new things, they may just find something they are good at. Even better than this, they may find something that they love doing. Most successful people love what they do.

#### **At Bishop Wilson we work hard (perseverance)**

Although it may seem attractive to design a curriculum that is fun for children, it is also important to plan activities that will make children work hard. No real success comes without hard work.

#### **At Bishop Wilson we concentrate (endurance, perseverance)**

Successful people learn to give their full attention to whatever they are doing. Allowing children to focus on things that interest them, whilst at the same time learning all of the content that is required, is a great way to secure engagement.

#### **At Bishop Wilson Primary we push ourselves (determination)**

Successful people need to push themselves. A great curriculum needs to push children and teach them about the need to push themselves. Of course, it is much easier to push yourself if you see the point to what you are doing. That is why the curriculum needs to be engaging and relevant for children.

#### **At Bishop Wilson Primary we imagine (hope, wisdom)**

Successful people have ideas. They use their imagination and are prepared to be wrong. The curriculum needs lots of opportunities for children to use their imagination.

#### **At Bishop Wilson Primary we improve (commitment, resilience, hope, reflection)**

Real accomplishment does not come from doing something once and moving on. It comes from lots of tweaks and refinements. Successful people are always trying to improve what they do.

#### **At Bishop Wilson Primary we understand others (empathy, understanding, respect)**

No one has experienced success by thinking about themselves. Successful people understand others. The curriculum needs to help children to realise that collaboration is what the real world is about.

#### **At Bishop Wilson Primary we don't give up (determination, endurance, faith, resilience)**

The curriculum needs a certain degree of danger and risk if children are to experience the real world. They need opportunities to fail in a safe environment and learn to have another go.

#### **At Bishop Wilson Primary we show respect to God's world and creations. (hope, love, reflection)**

## **Positive Rewards**

**Praise** – Verbal, written, sticker, friendly word or gesture, referral to another adult

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

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

**Class Reward** – As a class a reward for whole class behaviour will be decided. 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, a Reading award and a Teacher's award. These will be given out during Celebration Worship and parents of those children will be invited to attend.

Good examples of behaviour related to following pandemic necessary rules will be rewarded. Good hygiene for example may be rewarded through praise and class dojos.

## **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, 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 the member of staff, racist remarks/comments, bullying.  
During the Pandemic

Not following Ready Respectful Safe pandemic related rules will be dealt with quickly. Coughing on other children deliberately for example will be considered as a high level serious behaviour incident.

### **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. Initials on board for children to see they have to improve behaviour.

**Step 4:** 2<sup>nd</sup> verbal reminder. Initials move to no.2 on behaviour chart/whiteboard.

**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). Children will take a slip with 'Think and Reflect' question on the back. During their time out they will respond to the question and bring it back to their class teacher to discuss with an apology. Parents must be informed of the pink slip.

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/HOS. Parents will be contacted and necessary consequences and action taken. See exclusion policy.

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

### **Foundation Stage**

Each child will start with their picture on the 'Ready to Learn' sunshine. Positive behaviour will be recognised and children may move up onto the 'Proud Cloud,' and receive their sticker in line with the whole school policy.

Poor behaviour will result onto the child moving onto rain cloud and if this persists or in more serious cases the thunderstorm cloud.

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

All behaviour will be explained and children supported on 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/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.

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 PSHE and Citizenship programmes 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.