



School behaviour and discipline policy

Purpose

Proverbs 22v6 says: "Train up a child in the way he should go and when he is old he will not turn from it." At Watchorn Christian School we believe that it is the role of the adults to gracefully "train up" our children to love God first and then to love their neighbour as themselves. To behave in a way that shows love and respect to all people and to demonstrate self-control, which is a fruit of the Spirit. We believe that all our children are precious gifts from God and have the right to feel respected, safe in class and the opportunity to achieve their full "God given talents."

Policy statement

We believe that children flourish when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions and emotions.

Procedures

Behaviour Expectations

Our school rules are termed *Golden Rules*. They apply to all children and adults at Watchorn Christian School at all times and have been decided by the whole school community. They also apply to areas in the playground and on trips etc.

Our *Golden Rules* are:

- Be honest
- Be obedient
- Be kind
- Be forgiving
- Work hard
- Always try your best

We teach the children at Watchorn Christian School about our Golden Rules and Values through assemblies, circle time and our everyday interactions with each other.

Silver Rules

Each class decides on their own classroom rules, known as *Silver Rules* at the start of the school year. These usually involve good listening, putting your hand up, taking care of the classroom and being kind to others. Both *Golden* and *Silver Rules* are displayed in each classroom/learning space. There are regular forums for discussing good behaviour and for modelling and teaching strategies to improve behaviour for the children. All children sign to acknowledge that they agree with the *Silver Rules*.

Rewards and praise

Proverbs 12:25 "An anxious heart weighs a man down, but a kind word cheers him up."

At Watchorn Christian School we strive to speak positive messages into our children to raise their confidence and feelings of self-worth. We work hard to catch children displaying good behaviour and reinforce this through praise and rewards. We believe that praise achieves better results than punishment. Good work is celebrated as well as positive behaviour and character traits.

Classroom praise and sanction system

We believe that in the Early Years and Key Stage One, rewards and sanctions should be instant for the children to make a connection between behaviour and consequence. Behaviour is managed through the classroom behaviour chart which is in the form of a visual sunshine, black cloud and sparkly rainbow. Each of the children's names are written on a peg and begin each day pegged onto the sunshine. If a child displays positive behaviour/good work their name is moved onto the sparkly rainbow. At a convenient time the child can place a Velcro coin on their rainbow card and this gains the child one extra minute golden time on Friday afternoon. On a Friday afternoon the children count up their coins to discover how many minutes they have earned during the week (maximum 10).

If a child displays negative behaviour the adult talks to the child about their behaviour and gives them a chance to modify it. If the behaviour persists their name is moved down onto the black cloud. If the child being moved down onto the black cloud is in Foundation Stage, they will have 5 minutes time out on a 'thinking spot.' However if the bad behaviour occurs during whole class teaching time or assembly the child will lose 5 minutes of their play time. If the children are in Year 1 or 2 they will lose 5 minutes of their play time. If the child is on the cloud three times in a week, they will lose 10 minutes of their golden time. This time will be spent reflecting on the negative behaviour and thinking about how they can improve.

Children on the cloud can move up to the sunshine/rainbow if they display positive behaviour/good work. Adults speak calmly and gently to the child displaying bad behaviour and never treat them harshly or make negative remarks about them. An emphasis is placed on saying sorry, forgiving bad behaviour and moving on. E.g. condemn the behaviour, but not the child.

Marble Reward

The whole class can work together towards a reward through the "Marble in the Jar" system. At the start of the term the children decide on a suitable class reward (movie and popcorn afternoon, dress up day etc.) Each time the class has a good day or displays positive behaviour they gain a marble for the jar. Once the jar is full they receive their reward. Marbles cannot be removed from the jar.

Wonder of the week

Every Friday we have "Wonder of the Week Award" where a child who has stood out for trying hard is chosen for a special reward. The child receives a certificate and is allowed to take home the class mascot- Judah the Lion for the weekend. On Monday morning the child can share their adventures with Judah the Lion with the rest of the class.

Unacceptable behaviour and sanction system

At Watchorn Christian School we believe that it is important for children to learn that their actions have consequences. Positive actions lead to positive consequences but negative actions lead to negative consequences. Therefore we have a clear sanction system in place so that children are aware of the consequences caused by bad behaviour. We believe that it is beneficial for the child to receive a sanction even after they have apologised as sanctions are an important part of character training. Although all sanctions are followed up with a conversation between the adult and child, allowing the adult to explain to the child why they are being sanctioned and to give the child an opportunity to apologise and feel forgiven so that they are able to move on. Following serious incidents the teacher may offer to pray with the child about their actions (although the child may decline this offer).

Sanctions for minor incidents

For minor incidents the teacher will take the following steps:

Step 1- the child's name is moved onto the black cloud and they have 5 minutes time out or lose 5 minutes play time (depending on the classroom activity).

Step 2- if bad behaviour persists, the child is sent to the head teacher and is asked to explain their actions. They make up for the work that they have missed at break time and lose their golden time on Friday afternoon. (They instead spend it with the head teacher).

Step 3- if the bad behaviour still persists, the child spends the rest of the day working alone at a desk in their classroom or the classroom next door or with the head teacher (depending on their teaching availability). Their parents are phoned at the earliest convenience and they are asked to come to school and discuss their child's behaviour.

Minor incidents include: laziness with work, calling out in class, playing inconsiderately outside e.g. misuse of toys/playground equipment, disturbing or distracting others, speaking unkindly, throwing things, talking when an adult is talking and being fussy.

Sanctions for major incidents

When a child commits a serious offence, the steps above are missed out and a more appropriate sanction is applied. Firstly the head teacher is consulted and the child is removed from the classroom and placed in the head teacher's room. The head teacher discusses the incident with the child to understand the full story and to see if any other children were involved. The head teacher then rings the child's parents and asks them to come into school to discuss their child's behaviour.

The child is put on 'report' and has to be on 'best behaviour' for the rest of the week to avoid suspension. On these occasions we ask for the parents' support by imposing appropriate sanctions at home. For older children an after school detention may be given for the following day after parents have been informed.

If a child refuses to tell the truth, or appears unrepentant, after a serious offence, the Head teacher may decide to suspend the child from school for a day. **Likewise, if a child repeatedly commits serious offences they may be suspended from school. If a child is suspended from school he or she will only be allowed back to school after they have admitted their offence, apologised to all parties concerned and demonstrate a genuine desire to correct their behaviour.**

On these occasions the head teacher and class teacher will work closely with the parents to clearly identify the problem and decide upon a plan of action to see progress made in the child's areas of difficulty.

If a child is suspended 3 times in a school year, members of the School Governors will be required to assist in the situation and take appropriate action. A letter will be sent to the parents outlining the important matters that were discussed and warning of the possibility of permanent exclusion if the child's behaviour does not improve sufficiently before a given date.

If the child's behaviour does not then improve sufficiently, the School Governors will write to the parents stating that their child has been excluded from school with immediate effect.

Major incidents include: being rude to adults, violence or aggression, bullying, swearing, spitting, damage to school property, racism, stealing, blatant refusal.

Support for the child:

If a child displays frequent, negative behaviour, we understand that this can often be a cry for help. We aim to support the child through intervention programmes such as *positive play* sessions with an adult in order to begin to understand their thoughts and emotions. The child will be given coping strategies and techniques to channel their behaviour in a more positive manner. The parents of the child will be contacted and the school will work in partnership with the parents to try and improve the child's behaviour. The child may require some self-esteem boosting sessions as they may be lacking in confidence, or sessions to improve their social skills. We will not treat the child in a negative manner or speak demeaning words to them; instead, we will show love and care to the child displaying negative behaviour. The school may choose to involve outside agencies to support the child (Educational Psychologist, Child Psychiatrist, School Doctor, Social Workers) if the parents are happy for this to happen.

Children with Special Educational Needs:

In some incidents, children with special educational needs (SEN) may need to follow a slightly different set of procedures in order to promote positive behaviour. They may require an individual reward system which focuses on their area of need. They may need to be dealt with in a slightly different manner if they have sensory sensitivity- i.e. one to one in a calm space. The child may require a 'cooling off period' where the teacher gives them time to cool off before they address the incident. Visual signs illustrating the school rules and routines are often used to clearly show children what is expected of them. These strategies will be tailored to the child's needs when the situation arises.

Strategies will be put into place with input from the SENCO and head teacher when a child with SEN requires a more personalised approach to behaviour management.

All adults working with the child will be made aware of the strategies and they will be detailed on the child's Individual Education Plan and kept in the child's file.

The school will do its utmost to enable all children to flourish through carefully communicating behavioural expectations.

The role of teachers

Teachers can encourage good behaviour by:

- beginning each lesson with prayer and encouraging a Christ-like behaviour in all situations.
- being organised and on top of things – failure to prepare – prepare to fail
- being consistent in your expectations and reactions
- talking quietly whenever possible to establish a calm atmosphere
- raising your voice rarely and only for effect
- meaning what you say – not making empty threats
- trying to be pre-emptive e.g. in the way you seat children, by controlling movement around the room and school and by organising resources so that they are clearly labelled and available when needed
- having clear routines that you have explained to the children
- providing differentiated work to avoid frustration
- taking into account and planning for the Special Educational Needs of children in the class
- maintaining a bright, tidy and stimulating classroom environment
- staff are given support and training in order to uphold the 'promoting positive behaviour' policy. In situations where a particular child is displaying frequent, negative behaviour, the head teacher will support the class teacher with strategies to improve the behaviour.

Use of physical intervention

- An adult may need to use physical intervention on a child in extreme circumstances to 'control' or 'restrain' their behaviour in order to prevent them from harming themselves, another person or school property. It can also be used to prevent pupils from causing disorder.

- In these rare circumstances adults are aware that only 'reasonable force' is to be used. This means to use only the appropriate amount of force needed to resolve the incident.
- Incidents requiring 'reasonable force' may include breaking up two children who are fighting, removing a child from the classroom who is refusing to move, stopping a child throwing a dangerous object. (This is not a definitive list).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used, it is unlawful to use force as a punishment.
- Staff will receive annual training during staff meetings to make sure their knowledge of physical intervention is up to date.
This is in reference to the Government Document *Use of reasonable force Advice for head teachers, staff and governing bodies (2013)*.

Review:

This policy will be reviewed and updated annually and all staff will be kept up to date with any changes via staff training days. The policy will be reviewed earlier if needed in light of any changes that occur in children's behaviour.

This policy was adopted by Watchorn Christian School.

On _____

Date to be reviewed _____

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____