



Cheselbourne Village School
'Inspiring a Lifetime Love of Learning'

Behaviour, Ethos & Discipline Policy

Adopted by the Governing Body
April 2021

Policy to be read in conjunction with the Safeguarding and Child Protection Policy, Equality Act 2010, DfE advice for Behaviour and Discipline for School 2016, DfE advice on Use of reasonable force 2013

Covid-19 Annex: Behaviour principles

In light of the need for children to behave differently following Covid-19 guidance, and any new systems put in place to support that, we have made changes to our behaviour policy. Behaviour policy changes have been communicated to pupils, parents and staff.

Areas schools have added to their behaviour policy are:

- *following any altered routines for arrival or departure*
- *following school instructions on hygiene, such as handwashing and sanitising*
- *following instructions on who pupils can socialise with at school*
- *moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)*
- *expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands*
- *tell an adult if you are experiencing symptoms of coronavirus*
- *rules about sharing any equipment or other items including drinking bottles*
- *amended expectations about breaks or play times, including where children may or may not play*
- *use of toilets*
- *clear rules about coughing or spitting at or towards any other person*
- *clear rules for pupils at home about conduct in relation to remote education*
- *rewards and sanction system where appropriate*

We have identified any reasonable adjustments that need to be made for students with more challenging behaviour. Best practice suggests this includes:

- *proactively teaching new rules to staff, pupils and parents*
- *regularly and rigorously reinforcing behaviour throughout every day*
- *consistently imposing sanctions when rules are broken, in line with the policy, as well as positively reinforcing well-executed rules through encouragement and rewards*

Enforcing new rules

- The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- Staff are informed about the measures in place so they can enforce these rules at all times.
- The school informs parents of any changes to provision outlined in this policy.
- The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

Attendance

- Attendance is mandatory for all pupils from September 2020.
- The attendance register is taken as usual.

- Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not to be penalised for these absences.
- If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the headteacher.
- If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- Non-attendance is managed in line with the Attendance Policy.
- Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

Hygiene and infection control

The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.

Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:

- Upon arrival at school
- Before and after consuming food
- After using the toilet
- After coughing or sneezing

Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

Pupils are expected to dispose of tissues using the litter bins provided.

Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

Our policy ethos for behaviour remains the same, but given our need to adhere to government guidelines around safer working practice due to the risks of Coronavirus and its transmission, we follow the new three-step model of:

Be Ready, Be Respectful, Be Safe!



Be Ready - *Children know how to keep safe and understand through their actions how to keep each other safe.*

Teachers and parents prepare and remind children about their role in helping keep everyone safe when they are in school. Reminders include modelling of effective handwashing, using a tissue, sneezing and coughing into elbows. Child-friendly posters are displayed throughout all areas of the school to advise on safe hygiene expectations. Children are briefed on how to move around the school spaces in a safe way, maintaining where possible, social distance and know how the importance of not sharing resources.

Be Respectful - *in line with our school values, children understand how through doing what they can to keep safe and look after each other they show respect for those around them.*

Children will expect to model and share with each other how they can work together to be safe. We will encourage the motto of treat others as you would like to be treated yourself.

Be Safe - *children understand how through doing what they need to, they will keep themselves, their friends, their grown ups in school and at home safe, safe and look after each other show's respect for those around them.*

We celebrate and focus on the positives of how children adhere to school expectations. Children will not be sanctioned for not following social distancing but they will be reminded what they should do.

It will be made clear that the expectation to follow the rules for keeping safe are for the whole school community, adults and children alike and therefore we aim for a new culture to emerge and be upheld.

Our youngest children will follow the same set of rules as above but this is explained and upheld in an age-appropriate way. Lots of modelling, repetition and reinforcement of the expectations is carried out.

Policy Aims and Expectations

It is a primary aim of our 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 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 promotes, through assemblies and PHSE learning, the above values which were devised through work from the school's Student Voice. The school also promotes the DASP Citizen philosophy followed by all schools in the Dorchester Area Schools Partnership. The aim of this work is to promote, across our local area school partnership, 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 and respectful way towards others.

As school staff we treat all children fairly and apply this behaviour policy in a consistent way and in line with staff Code of Conduct.

This policy also aims to support children to grow in a safe, secure and nurturing environment, and to become positive, responsible and increasingly independent members of the school community. The school behaviour policy equally applies when working outside our immediate school community during school trips and when travelling on a school bus.

The school feels it is important to acknowledge and reward good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

Rewards and Positive Behaviour Reinforcement

Staff and other adults working with children (such as governors or volunteers) at Cheselbourne Village School reward children for good behaviour in a variety of ways:

- Children are praised verbally and an ethos of positive language and communication for adults to use with all children is expected.
- Children are awarded house points for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These points contribute to a running total for each of four school houses that the children are divided into. Siblings are put together in the same house. A weekly tally of points is announced at Celebration Assemblies and as points reach different threshold amounts, houses are awarded a treat such as extra play or an extra fun PE activity.
- Each week children from each year group are nominated to receive Wow Work Awards for their good work, effort, achievement or good behaviour. These are celebrated each week in our Celebration Assembly and their name is displayed on the Wow Work Celebration Board outside the headteacher's office. All staff are involved in selecting children for these awards.
- Other awards at Celebration Assemblies include; Lunchtime Supervisors nominating children for awards for demonstrating good behaviour at lunchtimes, the DASP PE coach awarding PE Superstar certificates for good work in PE and a weekly DASP Citizen award for someone who has demonstrated upholding the school values.
- Each nominated child receives a certificate and special gold sticker in the school assembly. Their names are also shared with the wider school community via the weekly newsletter.
- At the end of each term special certificates are awarded at a special Open Celebration Assembly which parents are also invited too. A House cup for the house team with the most points is also awarded.
- At the end of the year every child has the opportunity to vote for another classmate to be the DASP Citizen of the year. The DASP Citizen will be presented with a shield and badge at the ned of year leavers service and feature in an article in the local newspaper along with DASP Citizens from other partnership schools.

Cheselbourne also has elected children from each year group from Y1 to Y4 who form the Student Voice team. This group support promoting good behaviour and upholding the values. They work with a nominated teacher to discuss how the school could be improved from their perspective and that of their peers. Some of the older children represent Cheselbourne on the DASP Student Voice which meets twice yearly at the Student Voice Conferences along with groups from across DASP.

The school is keen to acknowledge all the efforts and achievements of children, both in and out of school. Children who have achieved something they are proud of, such as a sporting, arts or musical accolade have the chance to share their success during the 'Proud Moment' part of Celebration Assembly.

Positive Behaviour Management

The school employs a number of strategies to manage behaviour appropriately and to ensure a safe and positive learning environment.

Staff model expected behaviour and courteous communication between adults and between adults and children.

Teachers and support staff discuss the School Aims and values with the children. These are displayed around the school and are used as the thinking focus in assemblies through the year. In addition to these each class may have its own classroom code which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. Positive behaviour reinforcement and incidents when behaviour has fallen short of what is expected will be addressed immediately if necessary or during class Circle Time.

Class teachers may use their own systems in class to promote good behaviour/ focus with an individual child or group of children. They also manage the learning environment and group dynamics to allow all learners to access the curriculum and be safe. Staff aim to equip children with the skills needed to resolve conflicts themselves if at all possible and encourage children to be responsible for their own behaviour and to self-regulate.

We have a whole school traffic light behaviour system where all children are expected to stay on green. If a child's behaviour deteriorates and this continues after being flagged up by a staff then they are moved to amber. If the poor behaviour persists despite this then they are moved to red and this will hold a sanction such as missed playtime and speaking to the headteacher. In incidences of violent (hurting another child or damaging property) or inappropriate behaviour (such as using bad language etc.) then they will move straight to red. All incidences of 'straight to red' behaviour are recorded and this is discussed with parents. Repeat incidences of being on red are then flagged up and individual behaviour plans may be drawn up.

We do acknowledge that behaviour management strategies may need to be explicitly tailored for individual children, particularly in the Early Years or for those with additional needs and these strategies are shared with the whole staff so that children experience the same support in all school settings throughout the day. They will also be shared with parents and progress is informally reported regularly.

If children do not respond to strategies put in place further discussion may be needed with parents and we have the option of supporting children through our ELSA programme or through assessment by Educational Psychologists.

Staff may confiscate a child's belongings if they are considered inappropriate in a school setting and they will be returned to the child / parent at the end of the day.

When a child joins our school parents are sent a copy of our Home-School Agreement which states what is expected at Cheselbourne from the school, the parents and the pupils. All parents are asked to read the document with their child/ren and for the parent and child to sign it and return it to school. This document has been created for our school but is in line with others in all other DASP schools.

Bullying

The school does not tolerate bullying of any kind, including online / e-bullying. 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 can be very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

If a child threatens, hurts or bullies another pupil the class teacher records the incident and the child will be subject to an appropriate sanction. The incident will be discussed with the child and they will be required to acknowledge their behaviour and supported to work on rebuilding the relationship between each other through apology and close monitoring from staff. If persistent bullying occurs the school will contact parents to discuss the situation and measures to be put in place to improve the child's behaviour such as a behaviour management plan.

The school addresses e-safety and bullying in a technological age with assemblies/ training for children and parents and this also links to our safeguarding training in school. The contact numbers for Childline are prominently displayed in school in case children do not feel comfortable telling an adult in school that they are being bullied.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves or others. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of all staff and helpers to ensure that behaviour codes are enforced throughout the school and that all children in their care behave in a responsible manner.

The class teachers in our school have high expectations of the children in terms of 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 teacher treats all children in their class 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.

At Cheselbourne Village School we are able to call on the services of outside agencies such as Educational Psychologists to discuss the needs of a child and how best to support them. Relevant information is passed to the child's next school if they move or when transition takes place at the end of Yr 4.

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.

If a child's behaviour continues to give reason for concern the SENCO or headteacher will become involved and in some cases, an 'individual behaviour plan' will be drawn up for the 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 the implementation of the policy. The headteacher is responsible for the pastoral care of staff accused of misconduct.

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. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Supporting positive behaviour is also part of the school home agreement signed annually at the beginning of the academic year.

We expect parents to support their child's learning, and to co-operate 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 with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If they are still concerned they should contact the headteacher. If the matter is still unresolved then parents should write to the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal 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 carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil 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 pupil, 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 pupil 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 pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

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 of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where the behaviour is

deemed of a more serious nature (red behaviour). These are kept on our online drive. Lunchtime supervisors inform staff of more serious incidents of poor behaviour which take place at lunchtimes.

The headteacher keeps a record of any pupil 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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They 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.

Review Date: 26.4.21 Next Review: June 2023
Jyotsna Chaffey (after consultation with staff)