

CHEPSTOW HOUSE



All School Policy for Behaviour, Discipline and Exclusion

September 2018 - August 2019

Policy Reviewed by Lucy Ritchie

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Next review date: June 2019

Signed: *Lucy Ritchie*

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This Policy was created 2009 and has been reviewed annually since.

Chepstow House
Policy for Behaviour, Discipline and Exclusion

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery

Policy Statement

Based on mutual trust, at Chepstow House we want to ensure that every member of the community feels valued and respected. In order for children to achieve to their best ability, it is vital that they understand how to behave, play and study together in a considerate manner. To achieve this we believe that it is important that, children, staff and parents value good behaviour. Therefore, in addition to the academic curriculum, we are also concerned with instilling the importance of right, wrong, fairness and tolerance. Children learn best when they are in a safe and supportive community, when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

School Aims

- ◆ To develop co-operation in all aspects of school life.
- ◆ To discourage aggression in all its forms.
- ◆ To ensure the safety of all members of our school.
- ◆ To encourage children to take responsibility for their own actions and realise that actions have consequences.
- ◆ To develop respect for their own and other peoples' property.
- ◆ To understand the need for and develop acceptable behaviour in a variety of situations.
- ◆ To make our school a happy, safe and caring place to be.

At Chepstow House it is important that:

Children

- ◆ Learn what good behaviour is.
- ◆ Learn to care for one another.
- ◆ Learn to value friendship.
- ◆ Develop self-confidence.

Teachers and Key Workers

- ◆ Teach effectively with few behaviour problems.
- ◆ Are caring, consistent and fair.

Parents

- ◆ Feel confident that their children are developing not only academically, but also personally and socially.
- ◆ Know that their children will receive support when they need it.
- ◆ Are able to discuss issues openly in a positive atmosphere.

What we mean by Good Behaviour

Good behaviour means that everyone in school is:

- ◆ careful and kind
- ◆ polite and friendly
- ◆ helpful and thoughtful to one another

We encourage children:

- ◆ To care for themselves, to be responsible for their own personal safety, to develop self-esteem, to take pride in their own achievements.
- ◆ To value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others and to enjoy and respect their achievements.
- ◆ To develop a feeling of corporate responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world.

This behaviour is encouraged in every area of school activity and children are helped to recognise examples of good behaviour at all times.

How we encourage Good Behaviour

- ◆ At the start of each year, the school rules (See appendix one) are discussed and then the teachers may create class rules to reflect these. The school rules must be displayed in the classroom. It is also important to discuss rewards and sanctions to celebrate and reinforce positive behaviour and deter unacceptable behaviour.
- ◆ Recognise, highlight and praise good behaviour as it occurs.
- ◆ Praise children for behaving well.
- ◆ Ensure that we are firm but fair and that our criticism is constructive.
- ◆ Explain and demonstrate the behaviour we wish to see.
- ◆ Encourage children to be responsible for their own behaviour.
- ◆ Reward individuals and groups of children for behaving well.
- ◆ Use relevant teaching materials to support our aims.

Good behaviour is recognised through rewards and privileges. These may include:

- ◆ Awarding merits, stickers, smiley faces', stars, etc.
- ◆ Using a marble reward system to give additional time for children to pursue activities of their own choice.
- ◆ Using Golden Time
- ◆ Sending positive letters home.
- ◆ Learning about examples of good behaviour in assembly.
- ◆ Receiving school behaviour badges.

Stopping Inappropriate Behaviour

On occasions children may forget our code for good behaviour and be inconsiderate towards others. Some classes use a traffic light system as a visual demonstration and a preventative measure for inappropriate behaviour of the class, group or individual. In the majority of cases this system and positive reinforcement of good behaviour will prevent inappropriate behaviour, on other occasions a firm reminder will be sufficient. However, sometimes this may not be enough and, depending on the situation, it may be necessary to put further actions into place. Below are the steps we would put in place to deal with persistent poor behaviour

Nursery

After initial discussion with child about persistent unkind or poor behaviour, the below will be explained to them and then carried out. Parents will be informed verbally if either Step 1 or Step 2 has been put in place throughout the day.

Step 1: Put incentives in place to encourage improved behaviour eg award of special toy

Step 2: Removal of child from the situation for thinking time within the classroom and to ensure safety of others (no child would be isolated).

Step 3: (If behaviour continues to escalate, cause concern or disruption) Formal communication with the parents. Arrange a meeting with the parents, Nursery teacher and Head of Nursery to discuss ways of working together to develop good behaviour strategies

Main School

After discussion with child about behaviour

Step 1: the class teacher needs to meet with the Head of Pastoral care to discuss appropriate actions to be taken

Examples of actions that may be discussed

- ◆ Removing part of their Golden Time.
- ◆ Time out either in a quiet area in the classroom or on the benches if in the playground. (Time out does not involve being sent to the school office or another class unless this has been discussed with the Head of Pastoral Care as Step 2)
- ◆ Set Behaviour Targets for within the class
- ◆ Communication with parents

Step 2: Communication with the parents. Arrange a meeting with the parents, class teacher and Head of Pastoral to discuss ways of working together to improve the child's behaviour

Examples of actions that may be discussed in the parent meeting

- ◆ Missing part of a lesson in order to catch up on work missed through disruptive behaviour
- ◆ Setting targets for school and communicating outcomes with parents
- ◆ Setting targets for both school and home if the child's behaviour at home is also poor
- ◆ Recommending child counselling

Step 3: Separating a child from the class by referring them to the Head Teacher

Step 4: Meeting held with parents, Head teacher, Assistant Head of Pastoral Care and class teacher.

Examples of actions that may be discussed in the parent meeting

- ◆ Missing part of a lesson/playtime in order to catch up on work missed through disruptive behaviour
- ◆ Setting targets for school and communicating outcomes with parents
- ◆ Setting targets for both school and home if the child's behaviour at home is also poor
- ◆ Recommending child counselling

Step 5: As a final resort, the pupil may be excluded from school. This course of action would only be considered after all possible avenues have been explored. Very careful arrangements would be made to monitor the situation to ensure that a child returning to school after exclusion is helped to behave appropriately.

Step 6: Permanent exclusion for a grave misdemeanour when a situation is unresolvable

At no point will physical or corporal punishment be used in dealing with inappropriate behaviour.

We expect all our children to behave in a non-aggressive manner and to be polite and helpful to all members of our school community at all times. We hope that the children will take these values out into the wider world with them.

Working in partnership with parents to support pupil learning and behaviour is the key to Chepstow's approach. All staff should endeavour to develop positive, mutually respecting relationships with parents as a priority. Parents should be regularly consulted about any learning or behaviour issues their child has. Good parent – teacher relationships allow children to feel supported in school.

CODE OF BEHAVIOUR

Children should



- ◆ be honest at all times
- ◆ be polite and show consideration towards each other and to all adults at all times - bad language is never respectful and will not be tolerated
- ◆ be prepared to take responsibility for their actions
- ◆ be responsible for looking after their own belongings – uniform, watches, pens, pencil cases, calculators etc.- which they bring to school
- ◆ walk and not run when inside the school building.
- ◆ be quietly lined up before leaving a classroom or the building.
- ◆ be accompanied by an adult at the front of the line when walking around the building
- ◆ take care when walking up and down any stairs.

Children should not

- ◆ play fighting games or piggy-back games; no swinging, tripping, kicking or any other kind of close physical contact during play.
- ◆ use physical or verbal abuse in any form

Chepstow House uses the Department for Education guidance on physical restraint of any child and it is part of the Induction programme for all who work at the school.

Appendix One: All School Rules

 How to Behave at Chepstow House School 	
Be Respectful <ul style="list-style-type: none">•Listen to each other•Listen to the teacher•Use kind words•Wait quietly for others to finish	Be Responsible <ul style="list-style-type: none">•Look after your own belongings•Look after the schools' belongings•Look after each other•Walk quietly around the school•Keep your hands to yourself•Be quiet and safe on the stairs
Be Well Mannered <ul style="list-style-type: none">•Use Please and Thank you•Use names when talking to adults and children•Look at people when talking to them	Be Helpful <ul style="list-style-type: none">•Follow instructions straight away•Tidy up after yourself•Line up quietly
Be Caring and Sharing <ul style="list-style-type: none">•Share ideas•Share games in the playground•Take care of the school inside and out•Treat others as you would like to be treated.	Be Hardworking <ul style="list-style-type: none">•Try your best•Do your best•Persevere - keep on going to achieve your target