

**Church Hill School
Burlington Rise
East Barnet
Herts EN4 8NN**

**Telephone No: 020 8368 3431
Fax: 020 8368 1602
e-mail: office@churchhill.barnetmail.net**



Name of policy: Behaviour and Discipline Policy

REVISION HISTORY

Date	Version	Description

Head Teacher _____ Date _____

Chair of Governors _____ Date _____

Behaviour and Discipline Policy

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- [The Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)

At Church Hill School We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We aim to create a stimulating and caring environment, which encourages and reinforces good behaviour and enables all children to maximise their potential through effective teaching and learning.

We aim to develop the whole child by encouraging high social and academic standards and valuing and respecting everyone involved with the school, thus benefiting the wider community.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To define acceptable standards of behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To create an environment which encourages and reinforces good behaviour.
- To encourage consistency of response throughout the school to both positive and negative behaviour.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.
- To support, respect, and play an active role in the development of, our local community.

Standards of Behaviour

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. We must work towards a shared understanding of the expected standards of behaviour in school based on the basic principles of honesty, respect, consideration and responsibility.

The school recognises that there will be some acts of unacceptable behaviour, particularly those involving aggression, which must be taken seriously. These individual incidents will always be dealt with on a case by case basis.

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility for ensuring that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;

School Ethos

The adults working in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As part of this we teach children how to take responsibility for their own behaviour and how to deal with the behaviour of others. Although we encourage children to learn how to sort out issues between themselves, it is important that children know that they must always tell an adult if they or other children are being hurt or upset by anyone else.

Role of the Adults:

- create a positive learning environment;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability or disability;
- show appreciation of the efforts and contribution of all.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

The use of displays helps in developing self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

We aim to use teaching methods which encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work.

Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid alienation and disaffection, which can lie at the root of poor behaviour.

Lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping should be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Rules and Procedures

Rules and procedures are designed to ensure children are clear how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- kept to a necessary minimum;
- positively stated, telling the children what to do rather than what not to do;
- used to actively encourage everyone involved to take part in their development;
- based upon a clear rationale, made explicit to all;
- consistently applied and enforced;
- used to promote the idea that every member of the school has responsibilities towards the whole.

The whole school bases procedures on the Golden Rules following the “Jenny Mosley” guidance. See <http://www.circle-time.co.uk/site/home> for more information. In addition to that teachers may use individual rewards and sanctions systems as appropriate for their class and age group.

The Golden Rules in our schools are:

We are kind and helpful

We do not hurt people's feelings

We are gentle

We do not hurt anybody

We work hard

We do not waste ours or other people's time

We listen

We do not interrupt

We look after property

We do not waste or damage things

We are honest

We do not cover up the truth

Rewards

Children are rewarded for their good behaviour (as recognised by the maintenance of the Golden Rules) with 30 minutes of Golden Time once a week. During this time, fun activities are planned by the staff and chosen by the children. Children may also receive a coloured token based on the colour of their family circle for examples of positive behaviour, as outlined in the golden rules. The tokens are weighed at the end of each term; the family circle with the most tokens is awarded £100 to spend on a treat of their choice.

A celebration assembly each week is used to reward children, not only for good work, but who keep the Golden Rules. These awards are celebrated by being put up on a notice board and into the Newsletter. A superstar award is for children who always keep the rules. Be the Best awards

may be used for children who do not always keep the rules but have been successful in keeping a particular rule or demonstrating a particular value.

Sanctions

When children break a Golden Rule, they should always be reminded which rule they have broken and discuss what they should do to keep the Golden Rules. Staff will give a verbal warning to the child at this point. If the behaviour continues then they lose 5 minutes of Golden time. Children should be given the opportunity to understand what they need to do in order to prevent the loss of the Golden time.

If the behaviour continues, or another rule is broken, staff will give a warning to the child. Should the behaviour still continue, Golden Time will be taken off in increments of 1 or 5 minutes, depending on the age of the child.

Where necessary, the child may be sent to the head teacher or deputy, this may be because of the timing of the behaviour, e.g. during lesson times when managing the situation will affect the learning of the rest of the class; the nature of the poor behaviour, particularly where aggression is involved or because of repeated poor behaviour.

If a child misbehaves during break or playtime they should be given the opportunity to talk through what happened. This can be with someone on duty, deputy head or head teacher. The conversation should follow the basic pattern:

- Tell me what you did.
- Tell me what you should have done.
- What will you do next time?

If a child's behaviour at lunch times becomes a risk to themselves or others the parents may be asked to take them home for lunch time.

If a child persistently misbehaves, a meeting will be arranged with parents and a behaviour plan will be put in place to support the child to improve their behaviour.

As well as loss of Golden Time, sanctions may include:

- Expressions of disapproval,
- Withdrawal of privileges,
- Referral to the Head Teacher or other senior staff.
- Letters to parents
- Internal exclusion (withdrawn from class to be with head or deputy). These may be short – a child sent to head for a 5-10 minutes to think or longer term where a child works in the office for ½ a day or more.

When applying sanctions:

- It must be clear why the sanction is being used.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment is avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence and where ever possible should be linked to the misdemeanour. Where a child's behaviour needs further support, individual behaviour plans will be used, where necessary following guidance from advisory staff.

In exceptional circumstances exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Managing Conflict between Children

The school believes that Restorative Justice is often the best way to manage conflict between children. Children need to understand how their behaviour affects other people. Both the perpetrator and victim should be given the opportunity to talk about what happened, how they felt about the situation and what they would like to happen. This needs to be led and managed by a trained adult to ensure that appropriate procedures are followed.

Bullying

We have a separate anti-bullying policy and have adopted 'A Charter For Action' which recognises actions taken within the school community to deal with bullying. Our charter states that we will;

- Support staff to identify and tackle bullying appropriately.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- Report back to parents/carers regarding their concerns on bullying.
- Seek to learn from anti-bullying good practice elsewhere and use external support where appropriate.

Record Keeping

Incidents of poor behaviour will be recorded on the school's tracking system, O Track. These will be monitored to identify patterns of behaviour.

Communication and parental partnership

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an appropriate stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Conclusion

This policy will be sent to all new parents and be available to all existing parents, with the intention that the policy will support the school Mission Statement.