

This policy forms an integral part of the school's SEN and Inclusion, Racial Equality and Equality of Opportunities policies.

Aims

At the heart of our policy will be the aim of encouraging all pupils to take and accept responsibility for themselves, to develop high standards of self-discipline, social awareness and consideration for others

Our behaviour and discipline policy specifically aims to:

- Provide staff with a consistent approach towards behaviour and discipline
- Empower children to grow into responsible adults
- Provide parents with an understanding of the school's approach to managing behaviour and ensuring discipline

The School Ethos

Our ethos is defined by our aims, the taught curriculum, our extra-curricular activities and the 'hidden curriculum'. The 'hidden curriculum' is what is learned as being a part of a school community.

Our Aims:

- ❖ To sustain a collaborative, challenging and democratic environment
- ❖ To empower every child to be a successful citizen
- ❖ To develop each child's individual capabilities through a risk taking ethos
- ❖ As a learning community, to model high standards of behaviour
- ❖ To ensure equal opportunities for all learners, eliminating all forms of discrimination so that the school is a safe environment for all
- ❖ To share with parents and pupils the responsibility for learning
- ❖ To instil a love of learning culminating in Success For All
- ❖ To support the children to understand the impact of their behaviour and to take responsibility for their actions
- ❖ To praise and reward positive behaviour as a means of improving behaviour across the school

We believe that these aims will provide the opportunity for our children to take their place as valued members of society.

We place emphasis upon the value of the individual. We provide time for the children during circle times and PSHE to talk about their feelings and their lives. However, when we provide time to find out about poor behaviour, we do not excuse it but seek to find out the reasons behind it and strive to find ways forward.

We encourage self-discipline through the children's involvement in the school's rules and codes of conduct. Self-discipline can only come with trust. Our belief in the individual enables us to trust each other with respect and kindness.

We seek to value a range of behaviours, not just those linked with academic success. We seek to find out about our children and to set appropriate targets for them. We reward children for positive behaviour. We are especially careful to promote the self-esteem of those identified with special educational needs.

Code of Conduct

We believe that some rules are necessary to:

- Ensure the safety and well being of all pupils, staff and visitors.
- Provide a safe learning environment and encourage children to be responsible for protecting that environment.
- Allow children to develop self-confidence and demonstrate positive abilities and attitudes.
- Encourage children to have self-control and be accountable and responsible for the actions they take at an age-appropriate level.

We will have just **3 BASIC RULES** which each class teacher will explain and expound as appropriate to the age and maturity of the class. The rules will be displayed in the class and referred to on a regular basis.

The rules are:

1. I will take care of myself
2. I will take care of others
3. I will take care of my environment

The Code of Conduct is a guide for good behaviour for everybody at the school. It is an important part of our PSHE and Citizenship programme and will be used as the basis for discussion during classroom circle times. The Code of Conduct will be used as the focus for assemblies throughout the year in addition to the SEAL¹ resources which form part of our PSHE provision.

1. I will take care of myself

Each child will understand that they have a responsibility to themselves; to behave sensibly; be in the right place at the right time; listen when someone is speaking to them; look after their own health and safety; look after their own belongings; take pride in themselves and their achievements.

¹ SEAL - social and emotional aspects of learning

2. I will take care of others

Each child will understand that they have a duty of care towards other people. They will speak politely and show respect to other people of all ages and ethnicity, understanding that we treat others as we would wish to be treated, speaking out if others are bullied or treated unfairly.

3. I will take care of my environment

Each child will understand that they must look after our environment; treating the school and its property with care and respect. They will also learn to look after our planet and the people, plants and creatures who share it with us.

Rewards

The rewards we use include:

- praise / word of encouragement
- non-verbal messages, e.g. smile, nod, eye contact
- Comments in books
- Work displayed in the classroom or around the school
- Work shown to other children or members of staff
- Work shared in class assemblies
- Gold Book Certificates
- Age appropriate rewards in each class (chosen by children and teacher together)

In addition the school is divided into 4 houses. Each child belongs to one house and wins points for that team. A maximum of one or two points will be awarded at any one time. These may be for good work, effort, behaviour, etc.

Each class will keep a record of the points scored and each week children from Year 6 will collect the team points. The winning team will be announced in assembly on Fridays

Sanctions when behaviour is unacceptable

Noticing and taking action swiftly to pre-empt problems can often be far more effective than sanctions taken later. Prevention is better than punishment.

All staff understand that sanctions need to be used with discretion, reflecting the child and the situation; they need to be realistic as well as consistent. It is important not to use a more drastic sanction than necessary; always trying to keep the stakes low and avoiding confrontation. Remembering to listen to both sides, to discipline away from others and to label the action - not the child – is a key to our behaviour and discipline policy. All staff are aware of, and implement the school's Anti-Bullying Policy.

Throughout the process it is vitally important to discuss what has happened with the child, to be clear about why the behaviour is unacceptable and to offer the child opportunities to redeem her/himself.

We will use a levelled method of sanctions which will be used by all staff

Children will first be given a **Warning** to allow them to correct their behaviour. The child's name will be recorded on the board by the teacher who will explain to the child that if their behaviour continues they will receive a level 1.

Level 1

Children will receive a Level 1 if the unacceptable behaviour continues. This will mean missing 5 minutes of play time, taken in a designated place.

Level 2

Children will receive a Level 2 if the unacceptable behaviour continues or is such that a level 1 is not appropriate. At Level 2, children will miss 10 minutes of their playtime and will be given a Behaviour Reflection sheet to complete and the child's parents will be informed that they have received a Level 2. If the incident/unacceptable behaviour occurs in the afternoon, the child will spend 10 minutes in another classroom. The child will be given a Behaviour Reflection sheet to complete and their parents will be informed.

Level 3

If the behaviour is such that it warrants further intervention then the child will be sent to the Headteacher who will then write a letter home to the parents.

Level 4

If more than 2 letters are sent home and the child transgresses again there will be fixed term exclusion.

School Lunchtime

TA's and MSA's will give a warning and if the behaviour persists, the child will be told to stand by the wall or hedge. If the MSA deems the nature of the offence to be of an appropriately serious nature, the class teacher of the child involved will be sent for to deal with the next steps.

Children will only stay on the level until the sanction has been completed. E.g. at the end of the morning/ afternoon.

Other actions

If progress is not made then the teacher needs to consult the SENCO (Special Educational Needs Co-ordinator) for advice. This may result in a range of strategies being used such as:

- Special contracts
- IEP targets
- Pastoral Support Programmes
- Behaviour Support Plans

The child may be added to the Individual needs monitoring list or Special Needs register as appropriate. Parents will continue to be involved at every stage.

If these interventions fail to result in a significant improvement in behaviour, then will be advice sought from outside agencies e.g. Educational Psychologist, Links Centre, Behaviour Support Team, health service

As a final sanction permanent exclusion may be considered for a child who has had several fixed term exclusions. This is a complex process involving the School Governors. It is important that recording procedures have been followed. Parents have the right to appeal against an exclusion.

RECORDING PROCEDURES

1. The teacher involved must keep a brief record of any significant incidents that happen in the classroom. This should include the date, an explanation and any action taken. These records will be monitored by a member of the SLT on a half-termly basis.
2. The member of staff on duty in the playground must record any significant incidents in the red book provided. The class teacher and/or a member of the SLT must be informed
3. All incidents involving racism or bullying must be reported to the Head (or DH in the Head's absence).
4. Periodically the DH will read through the incident book kept in the office and take appropriate action
5. Following an incident involving physical restraint the member of staff concerned must provide a signed and dated report. Staff should be fully aware of County guidance on the correct procedures to follow in the unlikely event that they need to use physical restraint.

Appendix 1

In the Classroom

Effective classroom organisation is an essential factor in helping children to develop good social skills.

The class teacher has the responsibility for classroom behaviour. The class teacher can promote this by adopting the characteristics of good teaching:

- Clear structure
- Established routines
- Setting effective objectives
- Making instructions and explanations clear
- Modelling positive use of language

The school's code of conduct, anti-bullying policy and other classroom procedures must be discussed with the children at an appropriate level. Parents are asked to sign a copy of the school contract when their child starts the school and then, when children start in Year 2, parents and children are both expected to sign the school contract at the first Parent Consultation meeting of the academic year. Class rules,

based on the code of conduct will be displayed in each classroom. They are written by the class at the start of a new year and are reviewed regularly

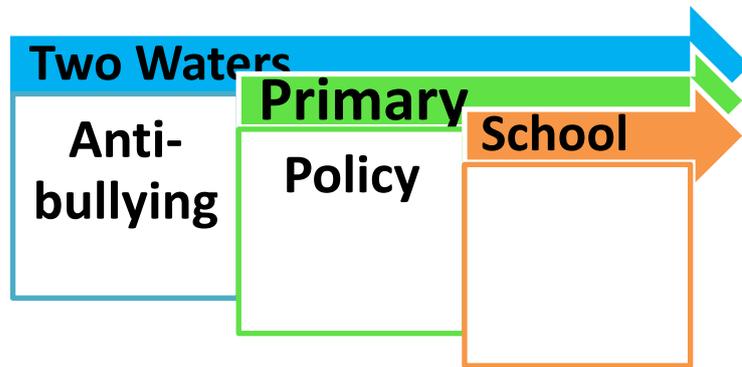
Behaviour is often linked to success or failure in class. The work set and the teacher's expectations must be appropriate to the child. The classroom environment, displays and resources should be stimulating and reflect positive images of multiculturalism, gender and disability. (See SEN policy and Racial Equality policy)

At Playtimes

The children will be expected to keep to the school code in the playground. Praise for good behaviour in the playground is as effective as in the classroom.

Playground procedures need to be reviewed frequently but all staff and children will be familiar with the current playground rules. The children will understand that they must stay on the tarmac area, and that they may go onto the grass or quiet areas only with permission.

Screaming, unnecessary shouting and play fighting will all be discouraged. Playground equipment will be shared according to the rota.



Rationale

The purpose of this document is to establish and maintain a whole school Anti-Bullying Policy which recognises and affirms the right of every child to live and learn in a safe and secure environment.

This Anti-Bullying Policy dovetails with the whole school Behaviour Policy and should be read alongside it.

Statutory Responsibilities

Section 61 of the School Standards and Framework Act 1998 (SSFA)

Human Rights Act (HRA) 1998

Race Relations Act 2000

Definition of Bullying

There are many definitions of bullying but Two Waters School has adopted the CSF definition:

Bullying is deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves.

Bullying can take many forms, but the main types are:

- *Physical – hitting, kicking, taking or damaging belongings*
- *Verbal – name calling, insulting, making offensive remarks. Name calling is the most common direct form. This includes nasty names about individual characteristics, ethnic origin, nationality or colour, sexual orientation or some form of disability.*
- *Misuse of new technologies – sending texts on mobile phones, sending hurtful messages by email*
- *Indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.*

Behaviour Policy

The school's Behaviour Policy has been agreed by Governors, staff and children as outlining the explicit behaviours that show respect and caring towards one another at Two Waters. The whole school Behaviour Policy includes a sequenced, consistent approach to teaching about bullying and a common strategy for dealing with incidents.

This policy was reviewed in line with the Herts. County Council Booklet (2) published 2004 which provides statutory guidance for the drafting of Behaviour and Discipline policies within schools.

Policy Revised: September 2018
Next Review Date: September 2019