

CHIDHAM PAROCHIAL
PRIMARY SCHOOL

**POLICY FOR GOOD BEHAVIOUR AND
PERSONAL AND SOCIAL EDUCATION**

School Vision:

'A happy school where every learner will have the support and encouragement they need to enjoy their learning, make good progress, and be successful in achieving to the very best of their ability'.

John 15 v 12 " Love each other as I have loved you"

This policy complies with section 89 of the Education and Inspections Act 2006

Reviewed September 2019

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Chidham Parochial School Behaviour Code

GOLDEN RULE

TREAT OTHER PEOPLE HOW YOU WANT TO BE TREATED

INTRODUCTION

- The teaching of personal and social skills and good behaviour is an important aspect of any child's education and particularly so in a faith school where Christian values permeate our interactions. It is also in accordance with the UN Convention on the Rights of the Child (on which our Rights Respecting School work is based) Education should prepare children to live responsibly and peacefully in a free society: Article 29.
- To be effective, education must involve a partnership between home and school. We feel it is vital that both sides in this partnership support each other by encouraging the same behaviour patterns from children. As a RRS school, every class has a signed charter displayed in their classroom.
- Research indicates that children learn best and behave best when they know what is expected of them, when they are positively encouraged to behave well, have ample opportunity for success and when they are fairly and appropriately treated if they misbehave.

- The purpose of this document is to set out these expectations and how we develop and encourage these important life skills.
- This policy has been developed as a clear code of conduct which children, parents, staff and governors can understand, support and adhere to.

PRINCIPLES

We believe that :

- 1 Chidham Parochial Primary School should provide a happy, caring, secure environment based on Christian values in which children feel valued, respected and enjoy learning.
- 2 Through experiencing success and appropriate praise, children should be helped to develop a positive attitude to themselves and to others.
- 3 Children's individuality should be respected and their natural impulse to learn cultivated.
- 4 Children need to develop independence, confidence, responsibility and respect.
- 5 Expectation of children's work and behaviour should be high and consistent.
- 6 A consistency of approach and continuity towards behaviour helps the learning process.
- 7 Children's achievements in all areas, (including non-educational achievements) should be given due recognition.
- 8 Good behaviour needs to be encouraged to give pupils, staff and parents a feeling of common purpose.
- 9 A framework of social education needs to be given to children to encourage them to learn the rules of social interaction between themselves and others.
- 10 A grounding in good standards of behaviour and social education at primary school should equip the child for life in the wider community.

These 10 principles outline the requirements for:

- good relationships and behaviour throughout the school
- an appropriate curriculum which is effectively delivered
- a stimulating and supporting environment

We actively ensure that these principles are maintained by the following:

- looking for the positive and giving praise and recognition
- taking an interest in the 'whole' child - out of school interests, family, etc.
- appreciating each other's problems and working together to develop strengths
- valuing what everyone does
- expecting them to take responsibility for others as well as themselves
- encouraging thought about the consequences of their actions
- giving them jobs and responsibilities and trusting them to do them
- building a collection of teachers' resources to assist staff with ideas and activities to teach these skills
- ensuring the principles set out in our Assessment for Learning Policy are implemented

CREATING THE RIGHT ENVIRONMENT

We encourage the children to learn to live co-operatively with each other

We do this by:

- adults setting a good example
- showing we care and respect each other
- giving opportunities to share and help others and work together
- encouraging listening to each other
- giving opportunities to be heard
- expecting children to say sorry whilst apologising ourselves if we're wrong

- expecting both adults and children to use names when greeting and addressing each other
- expecting adults and children to demonstrate courtesy and good manners
- smiling!

We encourage self-discipline in the children

We do this by:

- dealing appropriately with any anti-social behaviour
- giving responsibilities and time limits
- encouraging independence through routines
- involving children in decisions and reasons for rules
- expecting children to finish tasks
- creating structures where children and adults are valued - mutual self respect

We encourage trust between the children and adults

We do this by:

- having clear attainable limits
- not betraying a child's confidence
- being fair, honest and consistent in our dealings with children
- listening and attaching importance
- not making idle promises or threats
- explaining why we are asking children to do or not to do things
- explaining change

OUR EXPECTATIONS

We believe that a consistent approach should be achieved by all adults

We expect children to care and respect

- others in the school and local community
- our school, its grounds and equipment
- their work and how they present it
- the work of others
- themselves and how they look
- wildlife

The adults will encourage the children to do this

- by setting a good example
- by referring to class charters
- by positively using for examples of caring behaviour as they occur and rewarding caring behaviour

- with an occasional focus on one aspect of behaviour (e.g. Good Manners Day)
- by supporting local charities and events
- by sharing the same expectations for tidiness in school, grounds, personal belongings and following it through consistently
- by setting realistic targets according to age and ability
- through positive reinforcement of work, reward for good work or effort
- by sharing in the joy of each others' achievements
- by taking pride in the school's achievements
- by expecting children to wear appropriate clothing and footwear
- by encouraging the writing of letters to sick children/adults
- by encouraging the making of cards/presents for parents, family, etc.

We expect children to show consideration and respect

- for other members of the school at all times
- for adults in the school
- for visitors in the school

The adults will encourage the children to do this:

- by setting a good example e.g by respecting class charters
- by treating other people (including children) as you would like to be treated
- by insisting on politeness at all times (using names, please, thank you, sorry,) making way for others
- by acknowledging others' feelings about personal events, e.g. birthdays, bereavements
- by sharing information and communication
- by welcoming and introducing visitors and remembering school may be unfamiliar to them
- by encouraging children to write letters of thanks to helpers, visitors.
- by avoiding making unnecessary work for others (e.g. cleaners).

We expect children to show concern

- that our school is a fair and happy place for everyone
- for people, animals and plants in our school and its grounds
- for friends or colleagues who are sad and lonely
- for those who are hurt or are in trouble
- that each classroom is a safe and welcoming place

The adults will encourage the children to do this:

- by setting a good example
- by providing a welcoming area in the entrance hall
- by having an 'open door' policy for parents
- by encouraging children to help look after school grounds

- by sharing in personal grief
- by responding appropriately to events at home affecting children
- by having classrooms that are attractive and tidy
- by encouraging children to look out for those who might be left out and make sure they are included.

ASSERTIVE DISCIPLINE PLAN

Teachers and other adults are expected to be assertive by clearly and firmly communicating their expectations to the children and being prepared to reinforce their words with appropriate actions.

If we are consistent, children will know the boundaries that have been set for acceptable and unacceptable behaviour.

Our three-part assertive discipline plan consists of Rules (as highlighted by our class charters), Rewards and Consequences.

RULES

These are set out in the Behaviour Code and Playtime Policy and children are reminded of them regularly.

OUR EXPECTATIONS ARE CLEAR; THERE IS NO PLACE FOR VIOLENCE, VANDALISM, STEALING, HARASSMENT, BULLYING, RUDENESS OR BAD LANGUAGE IN SCHOOL.

REWARDS

Good behaviour and work need to be recognised.

- through verbal praise
- by sharing achievements with others in class or school
- by informing parents verbally
- by awarding stars, stickers or privileges
- by having classwide rewards which have been negotiated with the children
e.g. extra playtime

CONSEQUENCES

If a child chooses to break a rule, staff will use a range of behaviour strategies as appropriate to the situation. This may be in consultation with other staff, particularly if the pattern of behaviour becomes a significant issue.

THE DISCIPLINE CHAIN

It is expected that the majority of general discipline should take place in the classroom as part of the class teacher's responsibilities.

However, should support be required there is a set procedure to follow:-

- The child should initially be spoken to by the class teacher. Remember to talk about expected behaviour with references to RRS Charters and worship themes/references to the Bible. The teacher may use warnings, time outs, withdrawal of privileges, written apology or loss of free time. Ideally the appropriate punishment or course of action will have been administered the day the incident happens - and not left overnight. A new day brings a fresh start.
- Should the class teacher feel the matter requires further support it should be drawn to the attention of the Deputy Headteacher before the Headteacher who will speak to the child at an appropriate time.
- Should the situation occur where a child is particularly distressed or disruptive, a message can be sent, via another child, to the headteacher's office and emergency support will be provided.

CHILDREN IN NEED OF INDIVIDUAL ATTENTION

Some children have greater difficulty in learning how to behave appropriately and need additional support, beyond the usual strategies used within everyday classroom teaching. All staff should be aware of these children. We differentiate our teaching and make more individual provision for these children by:

- Identifying environmental factors that may contribute to the child's difficulties. These may include teaching styles, learning styles, the level of challenge in the child's work, the expectations we have of the child and the effect of the child's learning environment on his/her self-esteem. Where appropriate we adapt the child's learning environment or we teach the child coping skills.
- Valuing appropriate behaviour and giving individual and appropriate rewards that reinforce the new behaviour.
- Setting up a circle of friends to support the child in learning the new behaviours.

- Drawing up a Pastoral Support Plan (PSP). The PSP is based on a sound understanding of the problem and its causes. It identifies small, achievable learning targets, special provision, methods of monitoring progress and a review date. The PSP is shared with the child, the child's parents and all staff working with the child.

Exclusion procedures can only be initiated by the Headteacher or Deputy Headteacher, who will follow the guidelines given by the LA.

BULLYING

Our major aim is to prevent incidents by ensuring that from their very first day at school, our children understand that bad behaviour will not be condoned, accepted or ignored. Positive reinforcement of this awareness on a regular basis will take place through assemblies, drama and class discussions. We also participate in the National Anti-Bullying Week in November with a range of activities.

Bullying may be described as direct or indirect repeated conscious desire to hurt, threaten, frighten or belittle someone else. Bullying involves either physical, psychological or verbal aggression. (However, not all aggression is necessarily an act of bullying).

BULLYING WILL NOT BE TOLERATED

Such behaviour contravenes the school ethos, aims and code of conduct. Any child demonstrating such behaviour will be made aware of their actions. Parents will be informed by the Headteacher and sanction procedures will be initiated.

PERSONAL AND SOCIAL EDUCATION LESSONS

Much of the teaching of personal and social skills and good behaviour is part of the 'hidden curriculum' - it is part of our school ethos and goes on all the time we (the staff and governors) interact with pupils and each other.

However, more formal opportunities for teaching these skills are also planned.

The National Curriculum Framework for personal, social and health education and citizenship lists the knowledge, skills and understanding which should be taught as:

developing confidence and responsibility and making the most of their abilities

preparing to play an active role as citizens

developing a healthy, safer lifestyle

developing good relationships and respecting the differences between people

Opportunities to cover these aspects are not only planned for lessons such as Science, PE, RE, History, Geography, DT and Drama, but also in regular PSHCE and circle time lessons. We also plan opportunities to focus on some of the UN Convention on the Rights of the Child articles.

ROUTINES

Lunchtimes

Children should come into the hall in an orderly manner and sit down. When everyone is present, we say *Grace* together and then the children can begin eating.

During lunchtime, children are expected to:

- remain seated and ask permission to leave the table
- only talk to the children on their own table
- eat their lunches

older children are expected to:

- help younger children if necessary
- set a good example to younger children
- help put tables and chairs away

Cloakroom

It is expected that our cloakrooms will be kept tidy by the children. Each child is allocated a peg for hanging coats and bags.

Personal Possessions

Children are encouraged to treat other people's property/possessions with the utmost respect.

All items of clothing and personal possessions brought to school must be clearly named.

Jewellery, except for watches, must not be worn. Watches must be clearly named. Expensive and electronic toys, radios, etc., should not be brought into school.

The end of the School Day

The children will be dismissed from the afternoon session at 3.15pm. Staff see the children out of the classroom at the end of the day:

Cherry & Apple Class children (YR & Y1) are met from the YR outside play area

Rest of the school (Y2-Y6) are met on the front playground

Younger children should be met by a parent/carer or representative adult as agreed
Children must not remain outside if a parent is unavoidably delayed, but should wait with a member of staff inside the school building.

Movement around the School Building

Children are encouraged to WALK around the building and to have consideration for others when passing through shared areas .

Educational Visits

Children taking part in off-site activities will wear school uniform unless otherwise instructed.

They will be supervised by responsible adults and members of staff and will be expected to adhere to the school code of conduct.

PLAYTIME POLICY

Supervisors may decide to allow the children to play on the playground and/or the field. They also decide whether it is too wet to allow children on the grass or adventure playground.

Children must not play around the huts or the strip of land that runs from the playground to the field. Children are not allowed in the pond area.

On the playground, sponge balls only are permitted.

All children may bring skipping ropes, small sponge balls, marbles, conkers, etc., from home.

We have boxes of playtime equipment, which are the children's responsibility to care for and collect together.

At the end of each playtime, children are met and escorted back into school, walking in an orderly manner.

Games/activities to be discouraged

- play or 'pretend' fighting
- games involving dragging children by their clothes

- surprise jumping on an unsuspecting child

The following modes of behaviour are never allowed

Bullying	including punching, kicking, etc.
Verbal Abuse	to staff or peers, including the use of foul language
Throwing missiles	including stones
Spitting	

Procedures for dealing with misdemeanours

- 1 Speak to the "victim" first without acknowledging "culprit" who is standing there.
- 2 Verbal reprimand (not in front of peers as a "show") Always refer to RRS Charters and link expectations with current worship themes/stories from the Bible when discussing expected behaviour.
- 3 Sit child on his/her own for a few minutes
- 4 Stand child with you
- 5 Supervise new playtime activity

Wet Playtimes

- * Children may play quiet games, use construction equipment, draw or read or have a story read to them by the supervisor once a 5 minute physical activity has been enjoyed by all in support of the Government's 30 mins daily "in school activity drive."
 - * They must stay in the classroom.
 - * As in lesson times, children must ask permission to leave the room (e.g. to use the toilet).
- Children are expected to clear up before the end of playtime and the next lesson starts.

The supervisor's role

This is- to ensure the safety of the children
 to teach the social skills of play
 to act as a role model for social interaction

A supervisor is expected to:

walk around the playground/field and watch children wearing a high vis jacket
 talk to children
 support children's games (where appropriate)
 comfort children
 If a trained first aider administer first aid, if necessary

report any incident of note to the class teacher
report any serious incident to the class teacher and Head

Signed:

A handwritten signature in black ink, appearing to read "Liam Walsh".

EXAMPLES OF HOW A SUPERVISOR SHOULD BEHAVE WHEN DEALING WITH INAPPROPRIATE BEHAVIOUR

Give pupils the chance to take back what they have said or to apologise if they have been rude. (e.g. 'I'm sorry - what did you say?')	This can act as a brake and stop the situation getting out of hand.
Control your anger and irritation. (Sometimes it's best to say something like 'I'll speak to you later').	If you don't you will lose your authority.
Be polite at all times, even if you are inwardly seething.	If you are rude, you are lowering your standards of behaviour to those of the pupils you are supervising.
Avoid being drawn into an argument.	It is undignified and takes you away from what you originally said
Find out the facts instead of jumping to conclusions.	You could be very wrong if you make assumptions.
Don't threaten disciplinary action at the first sign of trouble	It weakens your position and leaves you with nothing in reserve.
Treat each pupil fairly.	Nothing will make pupils lose their respect for you more quickly than feeling that you are unfair
Stick to the point you wish to make. Don't get drawn into side issues.	Repeating your point firmly again and again, if necessary, helps you stay in control.
Avoid patronising and sarcastic remarks.	It is rude to make such comments and they set a poor example.
Don't shout at pupils.	You will just add to the commotion and again, you will be setting a bad example.
If you have to reprimand a pupil, take them on one side, away from their friends.	This avoids making them feel a fool in front of their friends. It also stops their friends getting involved/confusing the issue.

ABOVE ALL, RETAIN YOUR SENSE OF HUMOUR!

