NORHAM
ST. CEOLWULF'S
C OF E SCHOOL

Norham St Ceolwulf's

C of E First School

Behaviour & Discipline Policy

2018-20

Date	October 2018
Date to be Reviewed	October 2020
Head teacher	Ms S Jones
Signed:	
Chair of Governors	Mr D Watkin
Signed:	

At Norham St Ceolwulf's First School we believe that good behaviour underpins effective teaching and learning. We seek to create an environment in the school which supports and promotes good behaviour. Additionally, we recognise the expectation that good behaviour is an essential feature and outcome of the educational process.

The Steer Report 2010 identified ten aspects of school practice that, when effective, contribute to the quality of pupil behaviour

1. A consistent approach to behaviour management, teaching and learning
2. School leadership
3. Classroom management, learning and teaching
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behavior
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities
11. Pupil's conduct outside the school gates. School will implement sanctions where student behaviour outside the school gates effects the school's reputation or behaviour within school.
12. The use of detention. Detention is not used in our school.
13. Confiscation of inappropriate items. School have power to search and confiscate banned items and will confiscate them in line with the procedures set out
14. Power to use reasonable force. Reasonable force will be used where students are at risk of injuring themselves, others, school property or infringing the right of other students to learn.

AIMS

At Norham First School we believe that our Christian Values lie at the heart of all that we do. Through our behaviour policy children have opportunity to develop children's understanding of:

- Love
- Trust
- Forgiveness
- Perseverance
- Respect
- Wisdom

We aim:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- 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.

STANDARDS OF BEHAVIOUR

In our school we promote exemplary standards of behaviour. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

SCHOOL ETHOS

The adults encountered by the children at 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 adults we should aim to:

- create a positive climate with realistic expectations;
- 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 and 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.

Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should 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 should be used to encourage good behaviour as well as good work.

RULES AND PROCEDURES

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;

- Promote the idea that every member of the school has responsibilities towards the whole.

REWARDS

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of high standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Recognition of the following rewards are presented publicly during assembly and may be given for recognition of good behaviour:-

- House points and certificates
- Class awards

SANCTIONS

At Norham First School we rarely need to apply sanctions for unacceptable behaviour to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:-

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

The Traffic Light system is used by all members of staff. All children start the day on green. If their behaviour is unacceptable they will be given 1 warning. If this behaviour continues then they will move to orange and miss 2 minutes off their next playtime. If the behaviour continues then they will move to red and miss the majority of their next playtime. In certain circumstance, such as the use of hands and feet or inappropriate language, a child will move straight to red and they will be seen by the head teacher, Ms Jones, who will also talk to the parents or carers of the child.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Head teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). 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.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behaviour Support Service may be necessary. This possibility should be discussed with the Head teacher.

COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

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 early 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.